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ABSTRACT

Tasks of the University of Delaware Commission on Lifelong Learning are discussed as part of a 5-year plan (1981-1985). Near-term, intermediate-term, and long-term objectives for the 5-year plan are identified. Following each objective, references are made to chapter and pages in the text that provide relevant background information and supporting arguments. Attention is directed to the following concerns: the relation of lifelong learning to the mission of the university in a changing societal context, lifelong learning as a central activity and responsibility of the faculty, establishing university policies and practices that respond to the needs of lifelong learners, innovative responses to new groups and new circumstances, and expanded interinstitutional cooperation as a means of improving statewide opportunities for lifelong learning. Objectives include the following: respond to the variety of learning needs and interests of part-time adult students, offer courses at convenient times for adults, allow pass/fail grading options to nonmatriculated students, make services more accessible to adults, provide noncredit programs of quality in high-demand areas, and provide degree-oriented adult students with new opportunities to complete degrees through part-time study. (SW)

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PHASE 2 REPORT

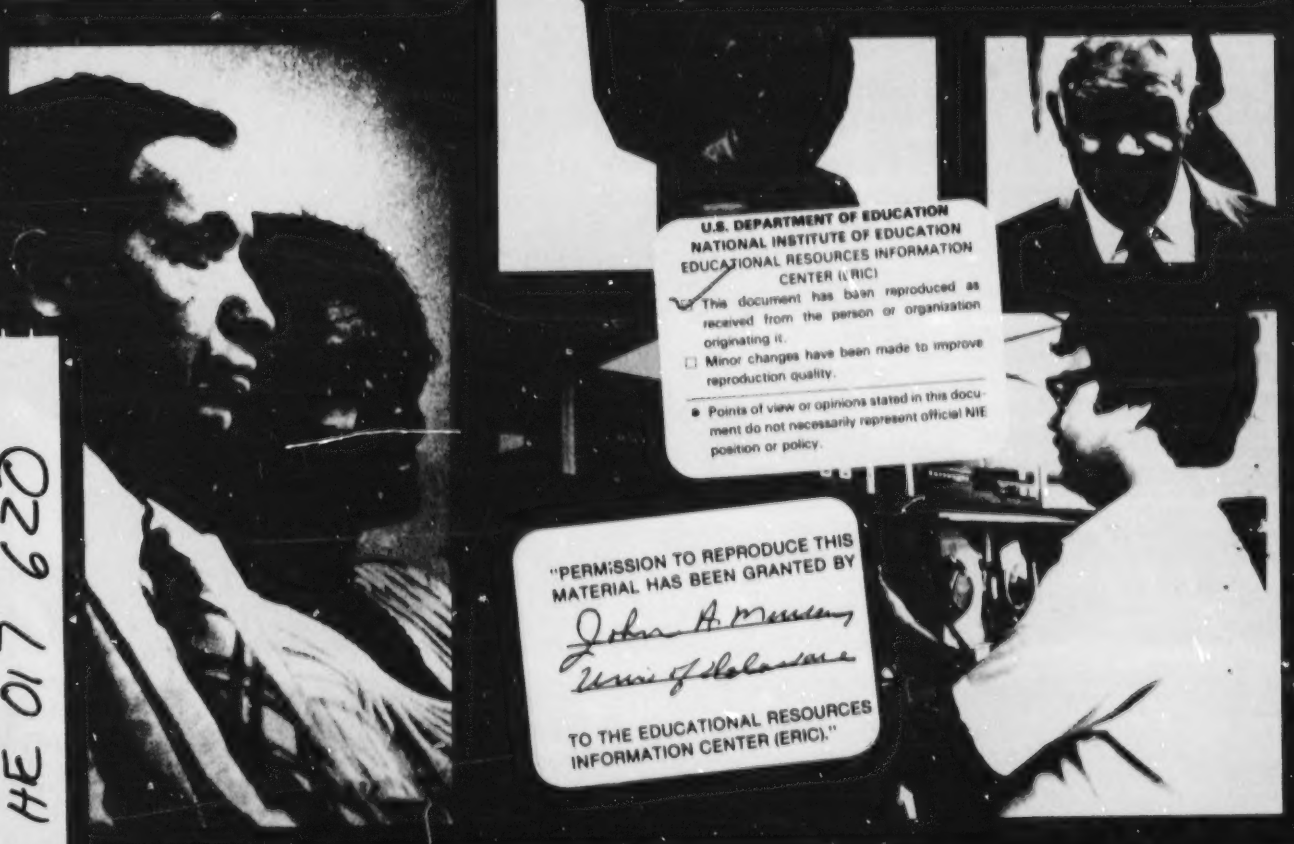
University of Delaware
Commission on Lifelong Learning

FIVE-YEAR PLAN

SEP 8 1981

for

LIFELONG LEARNING



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June 1980

UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
19711

COMMISSION ON LIFELONG LEARNING
214 JOHN M. CLAYTON HALL
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June 30, 1980

Dr. E. A. Trabant, President
University of Delaware
Newark, Delaware 19711

Dear President Trabant:

It is with a sense of personal and professional satisfaction that I present the Phase II Report and Five-Year Plan for Lifelong Learning developed by the University of Delaware Commission on Lifelong Learning in response to the charge you assigned on May 23, 1978. The Commission approved this report unanimously in its final meeting following an open hearing on May 15, 1980.

After reviewing the Commission's progress and accomplishments during Phases I and II of our study, I believe, as Commission Chair, that all task questions were fully addressed and, where appropriate, were incorporated into proposals and recommendations for strengthening the University's commitment to lifelong learning.

The Commission clearly identified lifelong learning as being central to the mission of the University; made a careful and thorough study of existing University policies and procedures as they relate to lifelong learning; and identified those which should be changed or modified to facilitate greater participation on the part of all Delawareans who can benefit.

The Five-Year Plan is presented in the form of objectives divided into three categories--near-term, intermediate and long-term--according to their relative complexity and the amount of time judged to be required to implement them. We see the proposed changes evolving over the next five years as a natural course of events in a changing educational environment. The objectives highlight areas which should receive attention to enable the University to make itself more accessible to lifelong learners. The Commission is confident that with the active participation of a forward-looking University community, the next five years will see the successful implementation of this plan along with significant growth in the stature of the University of Delaware in the unique area encompassed by the study. Each Commission member looks forward to participating in this achievement.

Respectfully submitted,

William S. Gaither
Dean, College of Marine Studies
Chair, Commission on Lifelong Learning

FIVE-YEAR PLAN FOR LIFELONG LEARNING (1980-1985)

PHASE II REPORT
UNIVERSITY OF DELAWARE
COMMISSION ON LIFELONG LEARNING

"Lifelong learning is the quest for and acquisition of knowledge, throughout one's life, as the basis for personal and professional development and for the improvement of society."

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INTRODUCTION

In June, 1978, President E. A. Trabant established the University of Delaware Commission on Lifelong Learning in recognition of the fact that individuals learn throughout their lives--in contrast with the traditional view that people are educated for adult life during their youth. The Commission was charged to function as a study group and catalyst for developing a lifelong learning program for the University. This was to be accomplished in two phases: the first, to establish a base of information on which the second--to develop a lifelong learning plan--would be built.

The activities of Phase I focused on five task questions concerned with the University's role in meeting lifelong learning needs within the State and region. The Commission's answers to the task questions formed the basis for the Phase I Report, which was submitted to President Trabant in June, 1979. The report included ten recommendations that dealt with both long-term actions the Commission believed the University should take and near-term actions to be undertaken in Phase II. The expected outcome of the Commission's Phase II activities was to be a five-year plan for lifelong learning at the University of Delaware.

In line with its Phase I recommendations, the Commission divided the preliminary work for Phase II among five task forces, each headed by a Commission member. Other task-force members were drawn from the Commission and the University community. The Commission's charge to each task force related closely to one or more of the Phase I recommendations:*

Task Force I

Objective: To develop a philosophical foundation for lifelong learning at the University--which is consistent with existing statements of mission and objectives--to serve as the basis for the Five-Year Plan.

Basis: Recommendation 1 of the Phase I Report.

Task Force II

Objective: To determine policies and practices to establish and support faculty and unit responsibility for providing adequate educational opportunities for nontraditional students.

To include: Establishing responsibility for lifelong learning opportunities as a central activity of each unit.

Basis: Recommendations 2, 3, and 5 of the Phase I Report.

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*Phase I recommendations are contained in the Appendix.

Task Force III

Objective: To determine policies and practices which identify and respond to the unique needs of nontraditional students.

To include: Planning for research to identify and better understand the needs of nontraditional students, for cooperative development of credit and noncredit activities in response to these needs, and for modification of administrative and support services to better accommodate these students.

Basis: Recommendations 4, 6, 7, and 8 of the Phase I Report.

Task Force IV

Objective: To address the unique needs of persons who--due to various social, cultural or economic barriers--presently do not become involved in university education in currently offered modes.

Basis: Recommendation 9 of the Phase I Report.

Task Force V

Objective: To develop a comprehensive, cooperative framework for higher education's response to nontraditional students in Delaware.

To include: Defining the relationship of the State's public, higher-education institutions to each other with regard to lifelong learning, as well as their relationship to both participating and potential--but presently non-participating--student groups.

Basis: Recommendation 10 of the Phase I Report.

The task forces and the Commission staff worked on preparing reports for the Commission during the period October, 1979, through mid-February, 1980. The five task-force chairs sought to include University representatives from key academic and administrative units in their deliberations. In support of task-force activities, the Commission staff conducted interviews with a number of campus administrators and faculty, carried out telephone surveys of part-time adult students at the University, attended conferences and workshops on lifelong learning, and read extensively on outreach activities.*

The task-force reports together with summaries of staff-collected information formed the basis for writing the Five-Year Plan. Copies of the initial draft were sent to and reviewed by the Commission members in late March and early April, 1980. Following a Commission meeting on April 10 to discuss the initial draft, a revised draft was prepared and circulated to the University community for review. An open hearing on the Plan was held May 15, to produce comments and suggestions for changes in the report. Afterwards, the Commission met to approve the general content of the Five-Year Plan. Suggestions from the open hearing were incorporated into the final version of the report, which then was

*The term "outreach" will be used interchangeably with lifelong learning throughout the report.

presented to President Trabant and distributed to the University community.

The format of the Five-Year Plan for Lifelong Learning follows the breakdown and assignments of the various task forces. The Plan itself is presented in the report in the form of a set of near-term, intermediate and long-term objectives. "Near-term" objectives are those intended for completion by the end of 1981; "intermediate" ones are to be achieved by the end of 1983; and "long-term" objectives relate to 1984 and 1985. The objectives are listed at the beginning of this report; the remaining sections provide the background and rationale for each.

FIVE-YEAR PLAN FOR LIFELONG LEARNING (1980-1985)

PHASE II REPORT

UNIVERSITY OF DELAWARE

COMMISSION ON LIFELONG LEARNING

The Five-Year Plan for Lifelong Learning at the University of Delaware consists of objectives and related background information and analyses. The objectives are the product of the efforts of the Commission on Lifelong Learning to provide guidelines for change at the University in line with the recommendations contained in its Phase I Report. In general, the objectives follow from and are consistent with these recommendations. Additions, deletions and modifications resulted from the Commission's Phase II review of University policies, procedures, and resources together with external factors deemed likely to influence faculty involvement in lifelong learning.

The grouping of objectives into near-term, intermediate and long-term goals is based on judgments as to their complexity, the degree of change involved in implementing them and the obstacles confronting their achievement. Time frames are believed realistic provided that faculty, professional and administrative personnel begin their lifelong learning organizational and planning efforts early in the fall of 1980. It is expected that these initial efforts will include actions relating to intermediate and long-term objectives requiring extensive amounts of time for implementation.

The order of presentation of the objectives below conforms to their division into near-term, intermediate and long-term goals. A brief statement of purpose follows each objective, but the reader is urged to consult the main portions of the text for comprehensive treatment of the rationale underlying each. To aid the reader, references to chapter and pages in the text providing relevant background information and supporting arguments follow the presentation of each objective.

NEAR-TERM OBJECTIVES

Objective N-1: Active assumption of and exercise by the Council of Deans of the responsibility to establish policies and procedures governing the lifelong learn-

ing activities of the University of Delaware (Chapter 1, p. 22).

Purpose: To extend the current responsibilities of the Council of Deans relating to the continuing education activities of the University to the broader area of lifelong learning in order to ensure appropriate direction and overall coordination, guidance and monitoring of the University's outreach efforts.

Objective N-2: Creation of a Committee on Lifelong Learning under the Council of Deans, chaired by the Director of Continuing Education, and comprised of representatives of the academic units and administrative and support units directly involved in lifelong learning (Chapter 1, pp. 22-23).

Purpose: To provide active planning and coordination of University lifelong learning activities at the operational level on a sustained, continuing basis.

Objective N-3: Inclusion of a detailed summary of lifelong learning activities and future plans in each academic unit's annual report prepared for the President (Chapter 1, p. 23).

Purpose: To ensure comprehensive, timely reporting of lifelong learning plans, activities and accomplishments to University officers and trustees.

Objective N-4: Introduction of a resolution to the Faculty Senate encouraging faculty support of and participation in lifelong learning activities at the University (Chapter 2, p. 27).

Purpose: To encourage greater faculty awareness of and participation in University lifelong learning activities.

Objective N-5: Designation of and funding support for a person in each college to stimulate and coordinate lifelong learning activities (Chapter 2, p. 30).

Purpose: To encourage broader faculty involvement in appropriate outreach activities and to ensure that these activities are coordinated internally within each unit, as well as between units.

Objective N-6: Development and promotion of credit courses intended to satisfy professional as well as degree-oriented needs (Chapter 3, p. 39).

Purpose: To recognize and attempt to accommodate the varied learning needs and interests of part-time adult students.

Objective N-7: Systematic experimentation with innovative course scheduling formats (Chapter 3, pp. 35 and 39-40).

Purpose: To offer courses at times that are convenient to the largest possible number of adults.

Objective N-8: Clarification, communication and updating of credit-by-examination policies by departments, with particular emphasis on making such policies known to qualified adult learners (Chapter 3, pp. 34-35 and 40-41).

Purpose: To give part-time students opportunities to "test out" of courses in subject areas in which they have considerable knowledge.

Objective N-9: Extension of the pass/fail grading option to CEND students with an adequate or "minimal" grade point index (Chapter 3, pp. 35 and 41).

Purpose: To extend to nonmatriculated students an option that is available to their matriculated counterparts.

Objective N-10: Expansion of the shuttle-bus system to transport part-time students to Newark, Wilmington and Dover/Milford evening classes (Chapter 3, pp. 34 and 41-42).

Purpose: To maximize opportunities for adult learners to obtain desired and/or needed courses that may be offered at only one location.

Objective N-11: Review and clarification of the student assignment system as it applies to lifelong learners, to include evaluation of "preference to major" as an assignment criterion (Chapter 3, pp. 37 and 42).

Purpose: To provide greater equity for part-time students in their assignment to classes.

Objective N-12: Generation of "wait" lists as early as possible prior to the fall and spring semesters so that CEND students who have been closed out of courses may be notified promptly and have an opportunity to make alternate selections (Chapter 3, pp. 34 and 42-43).

Purpose: To reduce excessive time delays between students' attempts to enroll early through mail registration and notification that they have been closed out of courses.

Objective N-13: Expansion of advisement services by academic units that have significant numbers of part-time matriculated students (Chapter 3, pp. 35-36 and 43-44).

Purpose: To make services more accessible to adults--especially during

evening hours and at off-campus locations.

Objective N-14: Maintenance of evening hours during busy periods by key administrative offices and from 12:00 to 1:00 p.m. weekdays (Chapter 3, pp. 36 and 44).

Purpose: To afford adult students opportunities to conduct campus business in person or by telephone, at times convenient to them.

Objective N-15: Recognition by academic units of the outstanding academic accomplishments of adult learners (Chapter 3, pp. 45-46).

Purpose: To encourage scholastic achievement by lifelong learners.

Objective N-16: Coordination by the Committee on Lifelong Learning of non-traditional programs and support services aimed at "special target" non-participant groups (Chapter 4, pp. 48-49).

Purpose: To provide the structure and continuity needed to seek out and involve nonparticipant groups in outreach activities.

Objective N-17: Expansion of University efforts to disseminate financial aid information to eligible part-time students (Chapter 4, p. 53).

Purpose: To ensure that University personnel having regular contact with needy, part-time students are aware of and communicate relevant up-to-date financial aid information.

Objective N-18: Increased efforts by the Office of Institutional Research, the Division of Continuing Education and the academic units to plan, coordinate and carry out market-related research in the area of lifelong learning and to investigate and disseminate information on principles of adult learning (Chapter 4, p. 57).

Purpose: To develop a lifelong learning research base at the University to better respond to the needs of existing and potential nontraditional students.

INTERMEDIATE OBJECTIVES

Objective I-1: Appointment by the Council of Presidents of a committee representing their respective institutions to explore opportunities for cooperation in planning and scheduling lifelong learning activities (Chapter 5, pp. 63-64).

Purpose: To provide the basis for on-going inter-institutional cooperation

in defining outreach goals for the State and in coordination of responsive efforts.

Objective I-2: Increased programming and research aimed at reducing barriers that tend to isolate certain "special target" groups from the University (Chapter 4, pp. 48-52).

Purpose: To offer positive experiences that encourage involvement of these groups with the University through language, cultural and other university-level programs appropriate to their needs and interests.

Objective I-3: Expansion of efforts to introduce the University to members of minority and nonparticipant groups during their formative years (Chapter 4, pp. 50-52).

Purpose: To stimulate the interest and curiosity of children and youth who, in their unique circumstances, might not receive positive reinforcement toward a goal of college-level study.

Objective I-4: Establishment of financial aid for promising CEND and less-than half-time matriculated students in need (Chapter 4, pp. 53-54).

Purpose: To provide at least some assistance to deserving adult learners who have financial need but are ineligible for aid under current regulations.

Objective I-5: Sustained effort by the Council of Deans and its Committee on Lifelong Learning to plan, introduce and monitor new University approaches to instructional technology and advanced educational delivery systems (Chapter 4, pp. 54-57).

Purpose: To provide a basis for planning and expanded instructional use of video-cassettes, cablevision, computers, satellite communication systems and other technologically-advanced educational media.

Objective I-6: Increased emphasis on lifelong learning activities in the evaluation process for salary, promotion and tenure (Chapter 2, pp. 27-29).

Purpose: To encourage broad faculty involvement in University lifelong learning activities.

Objective I-7: Reallocation of faculty resources to fulfill lifelong learning teaching responsibilities in academic areas characterized by high part-time adult student demand (Chapter 2, pp. 29-30).

Purpose: To ensure the availability of quality instruction to meet demand in these areas.

Objective I-8: Development of improved procedures for evaluating and encouraging quality instruction in lifelong learning (Chapter 2, pp. 30-31).

Purpose: To ensure that faculty involvement in lifelong learning conforms to University standards of excellence.

Objective I-9: Expansion of university-level evening and off-campus offerings in response to identified learner needs and interests (Chapter 3, pp. 33-34 and 38-39).

Purpose: To honor the University's commitment to lifelong learners in areas in which it has expertise and resources.

Objective I-10: Rescheduling of some daytime campus courses to evenings in content areas of moderate demand (Chapter 3, p. 38).

Purpose: To conserve faculty resources in a manner that allows meeting the needs both of full- and part-time students.

Objective I-11: Development of new degree options, such as a modified Bachelor of Arts Liberal Studies program, to serve the nontraditional student (Chapter 3, p. 40).

Purpose: To provide degree-oriented adult students with new opportunities to complete degrees through part-time study.

Objective I-12: Development of a comprehensive approach to the selection and scheduling of campus and off-campus evening and weekend credit courses (Chapter 3, pp. 33-34 and 41).

Purpose: To increase opportunities for lifelong learners to plan and complete a sequence or program of courses at times and places reasonably convenient to them.

Objective I-13: Reservation of a specific number of seats for CEND students in all evening courses in which there is heavy matriculated-student demand (Chapter 3, pp. 34, 37 and 42).

Purpose: To provide spaces for adults in evening courses that often fill with matriculated students during the advance registration period.

Objective I-14: Establishment of a "drop-in" child-care center on campus for pre-school children of part-time and full-time students, staff and faculty (Chapter 3, pp. 36 and 44).

Purpose: To provide lifelong learners having family responsibilities with convenient and responsible child care to enable them to continue their education.

Objective I-15: Provision of formal transcript evaluations for potential matriculated students--including CEND students and those considering transferring to the University (Chapter 3, pp. 36 and 45).

Purpose: To enable nonmatriculated students to know how many of their accumulated credits will count toward University of Delaware degree requirements--with the understanding that ultimately a departmental-level evaluation must be made.

Objective I-16: Development of a new admissions classification system that allows once-matriculated students wishing to return to the University after a break in attendance to reactivate their status (Chapter 3, pp. 36-37 and 45).

Purpose: To eliminate the problem of part-time students inadvertently withdrawing from the University, thus losing matriculated status.

LONG-TERM OBJECTIVES

Objective L-1: Expansion of faculty involvement in developing and teaching noncredit courses designed for students' professional and personal development (Chapter 3, pp. 34 and 39).

Purpose: To provide sufficient noncredit programs of quality in high-demand areas.

Objective L-2: Scheduling of evening courses in degree sequences based on systematic surveys of adult learner needs and study of student degree audit sheets (Chapter 3, pp. 34 and 38-39).

Purpose: To allow adult learners to fulfill degree requirements through evening study in high-demand content areas.

Objective L-3: Review and revision of existing publications and development of new ones with a view toward presenting the University of Delaware as an institution responsive to lifelong learners (Chapter 3, p. 44).

Purpose: To inform part-time adult learners of the programs and services available to them at the University and to encourage their attendance.

Objective L-4: Development of experimental programs that utilize PLATO, IRC, library, bookstore and other University resources to deliver instructional content to the citizens of the State in their homes, in community centers and at other convenient locations (Chapter 4, pp. 54-57).

Purpose: To gain experience in anticipation of the future availability of technology and materials capable of delivering instruction at a distance.

Objective L-5: Encouragement of the Council of Presidents to undertake projects aimed at identification of lifelong learning needs throughout Delaware and the region (Chapter 5, pp. 63-65).

Purpose: To promote inter-institutional cooperation in the collection and dissemination of information on lifelong learning needs in the State and the region.

CHAPTER 1: THE RELATION OF LIFELONG LEARNING TO THE MISSION OF THE UNIVERSITY IN A CHANGING SOCIETAL CONTEXT

Dean Frank B. Murray, College of Education, Task Force Chair

Quality is the foundation upon which a strong, viable educational institution is built. Excellent students, faculty, and administrators build quality programs which in turn attract superior students, faculty and administrators. Through this renewal process, an institution of quality develops.

The history of postsecondary education in the United States suggests that a crucial element in the evolution of institutions of higher education has been the impact of changing societal values and needs upon them. The institutions have responded with flexibility and innovation. Examples of the reconciliation of scholarly objectives and broader social forces abound as institutions have, over time, responded to and assisted in shaping and achieving societal goals, while at the same time maintaining a necessary degree of insulation and autonomy. This balance has been accomplished through broader interpretations of institutional charters and policies in much the same way that interpretations of the United States Constitution have broadened to accommodate a society with different values and needs than that for which it was written.

One of the central themes that has emerged from the interaction between postsecondary educational institutions in the United States and the broader society has been the "democratization" of academic life; what Frederick Jacobs (1979) refers to as the "broadening of constituencies for education." Universities and colleges have diversified, both in their activities and in their student populations. This fundamental thrust has been both a response and a contributor to some of the major social changes of the past century--the increased specialization of society, the heightened social awareness of once-dormant groups, and the accompanying decline of privilege and elitism.

Lifelong learning, rather than being a new concept, has been an important part of this evolutionary process. It is, as Jacobs (1979) points out, "a direct descendant of significant and fundamental trends in the experience of the American people." Its most visible, but not only, component--adult education--had its origins in the period of reconstruction and development following passage of the Morrill Act in 1862. Within a half century, the various academic transmitters of adult learning--summer session, evening colleges, correspondence

courses and extension offerings--were as firmly established, although not as highly regarded, as some of the more traditional forms of education (Harrington, 1977).

Some of the roots of present-day controversy and confusion over the relation of lifelong education to the central mission of universities and colleges may be traced to the early period of the movement. Above all, the tendency to confine adult education to specialized units contributed to a separation of traditional college-age students and part-time adult learners--a separation that has continued to the present day. A corollary of this enforced separation was encouragement of the belief that adult learning and learners are of inferior quality. The emphasis on graduate education and research between the World Wars reinforced this belief, as did the stress on full-time undergraduate education following the post-World War II baby boom. In 1947, President Truman's Commission on Higher Education noted the failure of colleges and universities to recognize adult learning as a central academic function. In their final report, members of the Commission agreed that lifelong education should be given equal status with other academic functions and "should become the responsibility of every department or college" (Harrington, 1977).

This aim remains unfulfilled. Yet some progress can be seen to have been made since then in making adult learning an integral part of higher education. One of the major stimulants of this trend has been the growing social awareness and activism of once-dormant groups; e.g., women, minorities and the elderly. Increased educational opportunity is a central concern of these groups, and this has produced a heightened societal emphasis on determining and meeting the learning needs of all Americans. Improved training programs for disadvantaged youth, better opportunities for adults to make up for lost educational time, and academic offerings and support services aimed at those returning to the work force are only a few of the many responses that postsecondary educational institutions have made to these needs (Harrington, 1977).

A second major thrust toward elevating the status of lifelong learning has come from rapid technological change and the resulting increased complexity of our society. New and more technical forms of knowledge have become essential in many occupational areas, and--as evidenced by the energy crisis as well as the development of home computers--they are increasingly relevant to our domestic lives. As a result, postsecondary offerings aimed at job updating, professional licensing and relicensing and energy conservation have become more commonplace.

Rapid technological and social change is expected to become even more pronounced during the next decade. Its impact on higher education will no doubt be significant and, particularly by the late 1980's, could be startling. Malcolm Knowles, a noted scholar in the area of lifelong learning, has predicted that accelerating change will be the dominant force in higher education throughout the 1980's and that the central competency will be the ability to change. Knowles believes that the fundamental mission of the whole educational system--that of producing knowledgeable people--is, or soon will be, obsolete, and the new by-word will be to "learn on your own." Knowles also has speculated that job obsolescence may occur at such a rapid rate that many persons will have seven or eight careers in a lifetime; an observation that, even if only partially true, could have serious implications for colleges and universities (Brightman, 1979). Although we may not wish to go so far as Knowles, his predictions should remind us of the huge potential and far-reaching effects that technological change may have in areas related to lifelong learning in the near future.

A second change that is expected to have serious implications for lifelong learning in the decades ahead is the aging of the U.S. population. The decline in the birth rate nationally foreshadows an absolute drop in the number of high school and traditional college-age groups. For example, it is expected that the number of persons in the 18 to 24 age group nationally will have fallen by about 23 percent by the end of the century (Scully, 1980). At the same time, the number of persons in the oldest age groups will have increased both relatively and absolutely. Today's life expectancy in the United States is nearly 73; up from 54 in 1920. The predicted "diagnostic revolution" in medicine--i.e., early identification and cure of what are now fatal diseases--could extend the average life expectancy 10 to 15 years over the next two decades (Jacobs, 1979). Similarly, the number of persons who are middle-aged is expected to increase markedly during the 1980's. Individuals in their late twenties and thirties are already among the highest participants in adult learning, so expansion in their numbers is bound to influence the direction of higher education in the 1980's.

The decline in the traditional college-age population together with rapid technological and social change will alter the student composition of postsecondary institutions in the 1980's. The student populations of many colleges and universities will become more diverse as increases in the participation of persons aged 25 and more help offset enrollment drops in younger age

groups. Although we cannot forecast with confidence the exact composition of higher education's new "constituents," we can identify a few of the broad population groupings likely to contribute increasing numbers of adult participants to learning activities. Women, minorities, and the elderly previously were noted in regard to their increased participation rates, and these trends are expected to continue. In addition, professionals, people employed in technical occupations and other already highly educated persons will likely engage more extensively in postsecondary learning experiences. Encouragement from employers through tuition assistance and study leaves of absence as well as licensing, job updating and retraining requirements are among the educational stimuli of these groups. Participation by blue-collar workers and the rural poor appears less certain, although government incentives could stimulate their involvement as well (Jacobs, 1979).

It is still unclear as to what extent greater participation of adult learners will alleviate the impact of enrollment declines in the traditional college-age groups. The Carnegie Council on Policy Studies in Higher Education is pessimistic in its recently published final report. The "demographic depression" of the next two decades may, according to the report, lead to undergraduate enrollment declines of as much as 15 percent. More specifically, members of the panel predict that overall postsecondary enrollments will remain relatively constant through 1983, decline over the ensuing five years, remain relatively constant through 1990, and then drop more sharply between 1991 and 1997 (Scully, 1980).

A more optimistic view is presented by Frederic Jacobs (1979), an assistant dean of professional education at Harvard. He believes that the fundamental historical thrust of higher education--the broadening and growth of its "constituencies"--may be strong enough to offset the decline in full-time undergraduate enrollments. An underlying tenet of his thesis is that not only will there be new types of adult participants but some currently involved groups will participate even more. A related assumption is that colleges and universities must, and will, demonstrate the flexibility needed to accommodate the new participants.

Those who are skeptical that increased numbers of adult learners will offset the expected losses in traditional-age undergraduates have pointed to the drastic reduction in the number of Vietnam veterans attending educational institutions under the G.I. bill, the declining economic returns of a college education, the growth in the number of "noneducational" (especially corporate) providers of lifelong learning and certain demographic factors that suggest lower participation rates of adults in the future. The aging of the U.S. population seems to be the

most pertinent component of these gloomier predictions, since studies have shown that older (i.e., over 35) adults participate less in learning activities (O'Keefe, 1976).

The most salient social factor in support of the more optimistic views concerning future enrollments is the existence of a more highly educated population than in the past. As Barry Morstain (1979) observes, "the best corollary of (adult) participation (in educational activities) is one's educational attainment." This has been a consistent finding of state- and national-level research into lifelong learning. One may infer that as today's more highly educated young people grow older, the demand for and interest in continuous learning should increase accordingly; i.e., adults, on the average, will participate in educational activities at a higher rate than in the past. The potential magnitude of the change may be indicated by comparing the educational levels of present-day older adults with those who will reach comparable age levels later in this decade. As an example, in 1977 only 67 percent of persons aged 45-54 had completed high school, whereas 85 percent of the 25-29 year olds had done so (Jacobs, 1979). If there are no fundamental changes in the relationship cited above, the 25-29 year olds are likely to engage more heavily in postsecondary learning activities at ages 45-54 than do present-day 45-54 year olds.

A common theme that transcends differences as to the extent of future adult participation in higher education is the expected changes that demographic shifts are likely to produce in colleges and universities throughout the United States. All postsecondary institutions will have to respond in some manner, although it seems that some will feel greater pressures than others. The Carnegie Council states in its report that the less selective liberal arts colleges and private two-year institutions will be most vulnerable to potentially severe enrollment declines. On the other hand, major research universities, selective liberal arts colleges and public two-year colleges will be most insulated from these pressures--the former (two) because of their national constituencies and high admissions standards that can be lowered; the latter because of their strong local support, and their ability to attract nontraditional students and to develop new functions. It is anticipated that institutions in the East and Midwest will suffer most, with enrollments in each region declining about 10 percent over the next two decades (Scully, 1980).

The nature of institutional responses to the potential enrollment losses doubtless will show considerable variation. The extent and perceived immediacy of the prospective losses will shape some responses, as will definition

of mission, concern for academic excellence and maintenance of standards and traditional institutional response patterns. Still, it is likely that there will be some overall predictable outcomes:

> Increasing numbers of institutions will follow the path of the community colleges in adjusting to the market. In the process, the theme of "academic excellence" will be challenged increasingly by that of "institutional survival" (Scully, 1980).
>
> Colleges and universities will become more service-oriented as they seek to attract greater numbers of nontraditional students. In effect, emphasis will switch from molding needs to institutions, to fitting institutions to needs (Scully, 1980).

The University of Delaware will not be immune from these national demographic trends. An earlier Commission staff study suggests that population growth rates and changes in the composition of various age groups in Delaware will likely resemble those at the national level. It also concludes that, based on current participation rates, there will be an increase of about 9,000 lifelong learners in the State between 1980 and 1990. Of these, about 3,000 might be expected to enroll in postsecondary institutions--one-half at the University of Delaware (Heggan, April, 1979).

Such projected increases in adult learners at the University would not offset the anticipated decline in full-time students during the period. It must be remembered, however, that these projections are only indications of the market that does or may exist if the status quo in various aspects of both traditional full-time and adult part-time education remains unaltered. Thus, a number of factors could change which might increase the present rate of adult participation: new approaches to marketing and teaching aimed at the adult student could be initiated, new topics of study could be offered, time and place offerings could be more accommodating. Success in attracting substantial numbers of adult learners from "new" groups (e.g., hard-core nonparticipants or potentially willing participants whose needs are not being met) could have a significant impact on the size of the lifelong learning market in Delaware.

These various demographic, social and technological changes, together with our recognition of the close interweaving of social forces and educational objectives, provide the setting for examining the purpose of the University of Delaware as it relates to lifelong learning goals and objectives. The educational mission of the University of Delaware as contained in its charter is

> to promote the liberal and practical education of persons of all classes in the several pursuits and professions in life through the teaching of classical, scientific and agricultural subjects, the mechanical arts, military tactics, and such other subjects as are related to and will contribute to the achievement of the objectives of a Land-Grant, State University.

The definition of lifelong learning for the University of Delaware, according to the Phase I Report of the Commission on Lifelong Learning, is that

> lifelong learning is the quest for and acquisition of knowledge, throughout one's life, as the basis for personal and professional development and for the improvement of society.

The report explained that the Commission had chosen for use in Phase I a narrower operational definition of life ong learning as "any organized learning experience for a person over 17 years of age who is not a full-time enrolled student in secondary or postsecondary education." This interpretation, which coincides with the one used by the National Center for Educational Statistics (H.E.W.), defines the lifelong learner as the "adult, part-time student" or the "nontraditional, adult student." The emphasis on "organized learning" was believed appropriate for and consistent with the University's instructional mission, while the focus on "students enrolled part-time" served to highlight the Commission's concern with "nontraditional and, especially, new student groups." At the same time, the report stressed that although the operational definition omits the learning experiences of children and youth, the official definition places no limitations on age.

A careful reading of the mission statement of the University and the definition of lifelong learning determined by the Commission reveals not only that there is no inconsistency but that, in fact, there is a connecting link between the two. That link, or bridge, is provided by the Land-Grant (and now Sea-Grant) status of the University and its role as a State institution. As a Land/Sea-Grant and a State institution, the University of Delaware is committed to serving the people of the State through its instructional and teaching activities. This commitment is understood to extend beyond the campus of the University and to apply to persons of all ages and social conditions. It involves not only traditional forms of teaching and research but also applications of knowledge to the problems of people, of agriculture and industry, and of

public and private agencies. Implicit in this commitment also is a desire to cooperate with other State educational institutions in meeting the learning needs of the citizenry.

Viewed in this light, lifelong learning activities are an integral part of the regular mission of the University; i.e., they do not per se represent service or "extra" activities outside the main mission. This close philosophical connection between the concept of lifelong learning and the broader purpose of the University is not new. Outreach forms of teaching, research and service activities have a long, rich, historical tradition at the University of Delaware, much as they do at other Land-Grant, state institutions. Present-day examples of the University's commitment to lifelong learning abound and were elaborated in the Phase I Report. As was evident in that report, all academic units are engaged in various forms of lifelong learning activities although some are more regularly, extensively, or visibly involved than others.

What is different about the present era is the amount of attention being given to the concept of lifelong learning at the University of Delaware and elsewhere. This attention is, in many ways, a product of the changes in the societal context of postsecondary institutions that were described earlier. Several of these forces--technological change, the awakening of once passive social groups, and demographic shifts--are expected to have a powerful impact on higher education, especially upon its outreach activities, and in this sense force a review and reconsideration of the emphasis presently placed on lifelong learning in view of its central place in the University's mission.

As has been shown, this review demonstrates the consistency between the two concepts at the University of Delaware. However, careful scrutiny of actual practices at the University reveals that its lifelong learning activities often are not closely articulated with its overall mission. This discrepancy between purpose and practice seems to stem primarily from individual academic units' emphasis upon traditional forms of teaching, research and service as they relate to the instruction of full-time matriculated students at the University. The most salient outcome of this focus is a tendency to regard lifelong learning activities as falling outside the "regular mission" of the University--a view that is not unique but rather characteristic of academic units at many institutions of higher education.

The Phase I Report cited several examples of the separation of lifelong learning endeavors from the University's more traditional functions.

These include lack of integration of course scheduling, counseling, and various administrative services provided full- and part-time students, as well as inadequate attention to some of the academic needs of lifelong learners. Probably the most critical divergence between concept and practice lies in the area of faculty incentives and rewards. As will be elaborated in the next chapter, the criteria used by many academic units in evaluating faculty tend to encourage traditional teaching, research and service rather than outreach activity. Piecemeal approaches to lifelong learning, and a resulting lack of coordination of outreach activities among the various units of the University, are products of this divergence between University mission and lifelong learning practice. In the words of the Commission, Many programs (in lifelong learning) are based upon the ideas of one or two persons and may be more instinctive or intuitive than the result of careful investigation, analysis of need and weighing of priorities."

Greater congruence between lifelong learning practices and the University's overall mission is warranted on a number of grounds. Piecemeal approaches to lifelong learning produce duplication of effort, waste scarce resources and hamper efforts to develop and maintain a good public image. Lack of attention to achievable outreach objectives runs counter to the Land- and Sea-Grant traditions of the University and invites criticism of its failure to fulfill the purposes of a state university. Perhaps most importantly, the divergence of concept and practice limits the University's ability to respond to the far-reaching technological, social and demographic changes that are forecast for the remainder of this century. This is particularly important in view of the need to adopt policies that will accommodate new groups and needs, while maintaining traditional standards of academic excellence.

Reconciliation of the central mission and the lifelong learning objectives of the University requires a set of propositions that attempt to spell out the exact nature of the relationship between the two. The following list provides a starting point from which should emerge a more comprehensive and empirically-based set of propositions:

> The University of Delaware obligates itself to assist persons in the State and region in mastering university-level subject matter that they cannot learn alone.
>
> This assistance may range from acceptance in formal courses to referral to another institution more suitably equipped to provide

assistance than the University of Delaware.

This assistance should be given without regard to a person's age. The issue of the economic return or other benefit to society from the University's investment in a course of instruction for a person is irrelevant to the decision of which persons shall receive assistance.

This assistance is given by faculty, or those they designate, in regular or overload, degree and nondegree instructional programs (i.e., workshops, courses, mini-courses, lectures and other formats).

The specific areas or subjects in which assistance will be given will be determined by the faculty.

When the limited resources of the University require that assistance be given to fewer persons than the number who wish it, selection shall be based upon evidence of the degree of benefit that the individual person will derive from the assistance the University is able to offer.

Successful meshing of the University's mission with its lifelong learning efforts requires a central policymaking and coordinating body as well as a set of policies and procedures that provide overall direction and review of lifelong learning activities. The remainder of this chapter will discuss the main structural and one policy component of this requirement. Other policies and procedures, together with subordinate structures, are enumerated in the remaining chapters of the report.

The Council of Deans serves as the policy, advisory and review board for the continuing education activities of the University of Delaware. The policies and procedures statement that underlies the designation of this body affirms that the primary responsibility for assuring continuing education program quality rests with the academic unit heads, and specifies that the Division of Continuing Education is the operational arm for continuing education activities, except those specifically assigned to certain units. The Council is expected to monitor and enforce these guidelines as well as make and review outreach policies for the University.

The Council of Deans would appear to be well-suited for the task of overall guidance and monitoring of the University's lifelong learning efforts. The Council cannot, however, be expected to provide specific planning, coordination, guidance and direction on a sustained, continuing basis. This requires an operational-level committee charged with specific planning, implementation and

review duties related to continuing education as well as all other lifelong learning activities conducted by the University. Appropriately, a Committee on Lifelong Learning should be constituted with the implementation of the Five-Year Plan, should include representatives of the academic units and of administrative and support units most directly involved in lifelong learning, should be chaired by the Director of Continuing Education, and should report to the Council of Deans.

In addition to this two-level central policymaking, planning and operating apparatus, the University must have mechanisms that ensure comprehensive, timely reporting of its lifelong learning plans, activities and accomplishments to University officers and trustees. The Phase I Report specifies appropriate mechanisms for these tasks:

> A detailed summary of lifelong learning activities and future plans should be included in each unit's annual report prepared for the President. Planning statements should be specific so that annual reports will indicate what has been done. Consideration should be given to the form and style of reporting that would be most useful to the President and Provost for preparation of their annual reports and other documents.

This recommendation also should be implemented at the outset of the Five-Year Plan. Distribution of the annual reports should include not only the President and the Provost but also the members of the Council of Deans and the Committee on Lifelong Learning.

CHAPTER 2: LIFELONG LEARNING AS A CENTRAL ACTIVITY AND RESPONSIBILITY OF THE FACULTY

Dean Helen Gouldner, College of Arts and Science, Task Force Chair

The Board of Trustees of the University delegates to the faculty as a whole the responsibility to formulate and administer academic programs. In the words of the Board's Bylaws:

> Authority is hereby delegated to the University faculty to formulate and administer the academic and educational policies of the University.

This delegation of powers encompasses a number of more specific charges, including the following:

> Provision for the establishment of the curricula and courses in the several colleges and divisions.
>
> Provision for the establishment of a program of extra-course education for students.
>
> Determination of the educational and academic policies of admissions.
>
> Determination of the requirements for degrees and recommendation of candidates for diplomas, degrees and certificates.

The faculty's responsibility for academic matters is a broad one. While incorporating all aspects of the "regular" academic program, it is not restricted to them. It encompasses all academic policies and procedures of the University and this includes those related to off-campus and other outreach forms of credit and noncredit instructional activities. The recently-formulated "Statement of Policies and Procedures Governing Continuing Education Activities at the University of Delaware" provides explicit recognition of and guidelines for exercise of this responsibility for many outreach activities.

In its Phase I Report, the Commission on Lifelong Learning stressed the central role of the faculty in the formulation and conduct of lifelong learning opportunities. Recommendation 2 of that report states:

> The basic responsibility for the development of lifelong learning

> opportunities rests with the faculty since lifelong learning, as an integral aspect of teaching, research and service, is an academic matter and the responsibility to formulate academic programs is assigned to the faculty. Since the faculty is organized into academic units, collective responsibility for the development of lifelong learning is understood to extend to the unit level; i.e., department and/or college. For significant accomplishments in lifelong learning, this responsibility must be exercised actively.

The Commission recommended several guidelines and policy measures to serve as starting points for involving faculty in the Five-Year Plan for Lifelong Learning at the University. Among these were inclusion of lifelong learning in the ongoing planning of each academic unit, incorporation of measures to stimulate faculty interest in and development of lifelong learning activities, designation of a lifelong learning coordinator for each college, and improved communication and collaboration between academic unit and lifelong learning programming and field personnel. The intent of Phase II has been to shape these recommendations into a set of objectives for the Five-Year Plan within the context of the goals and resources of the University. Acceptance, modification and deletion of, as well as additions to, the recommendations in this phase largely stem from the Commission's scrutiny of current University policies, procedures and resources together with likely trends that bear upon faculty involvement in lifelong learning.

The University has relied extensively upon the concept of "overload" instruction in many areas of lifelong learning. Overload instruction is defined as credit or noncredit teaching that is in excess of a faculty member's full-time workload assignment. Additional pay for overload teaching is authorized in accordance with University policy on extra compensation. Faculty and professional members are subject to a fixed credit-hour limitation for each semester's overload instruction. Off-campus faculty are, by definition, overload instructors and are reimbursed at the same overload pay scale as regular faculty. Except at the discretion of individual unit heads, they are not subject to a formalized credit-hour limitation on instructional activities.

Several aspects of the University's regular and overload payment system are worth noting, since they bear heavily on the nature and extent of future faculty involvement in lifelong learning. The full-time teaching load of faculty at the University is 12 credit hours per semester. The policy of "administered" teaching loads encourages department chairs and deans to vary individual teaching

loads so long as the total teaching responsibilities of the unit are met with available personnel. In effect, this means that regular faculty are eligible for overload compensation for instructional activities in excess of departmentally-defined equivalents of 12 teaching credit hours--"equivalents" that may include research, committee, service or other nonteaching efforts.

Overall, the University's 765 full-time faculty members were responsible for the instruction of 13,300 undergraduate students in 1978-79. The number of full-time faculty and undergraduates increased to approximately 800 and 13,500, respectively, in 1979-80. Teaching workloads--measured in terms of both "teacher" and "student" credit hours--have, on the whole, been declining over the past several years. At the same time, the research efforts of the faculty have increased. The number of submitted research proposals has grown, as has the success rate for their funding. Both research and teaching efforts, moreover, vary considerably within and between colleges, making conclusions about faculty availability for lifelong learning a difficult and selective process.

The Board of Trustee's planning guidelines for the period 1978-83 call for stabilization of undergraduate enrollments at between 12,000 and 13,000 students. University administrators now predict a total of 12,200 undergraduates for 1984, or a decline of 1,300 from the current total. The Board also called for graduate enrollments not to exceed 2,000. This latter figure represents only a slight increase in the number of currently enrolled graduate students. The number of regular faculty--i.e., those in the tenure track--to serve students through 1983 was expected to be approximately 750, according to the Board's guidelines. This figure slightly exceeds the present number of full-time faculty who are in the tenure track.

The anticipated decline of undergraduate enrollments suggests that some additional faculty may be available for lifelong learning instruction if current workloads are maintained. However, the losses in the regular student population will not be uniform across colleges or departments. Declines in some academic areas may be significant, while other areas may experience stable or, in some cases, even rising enrollments. The demand curve in lifelong learning should resemble that of the traditional college-age population if current patterns persist; i.e., lifelong learning enrollments are often heaviest in subject areas most desired by daytime students. This suggests that regular faculty may not be readily available to assume new lifelong learning responsibilities in some areas of greatest need.

The overload payment system, in addition to shedding light on the extra teaching and income-producing activities of regular faculty, also suggests some things about faculty rewards and incentives as they relate to lifelong learning. Most academic units at the University have maintained separate and rather limited reward systems for participation in outreach activities. Faculty evaluations in regard to salary, promotion, tenure and even professional recognition are largely based on teaching, research and service activities exclusive of lifelong learning. Overload instruction is rarely counted as teaching for purposes of making decisions about salary or promotion, and often does not count as service.

The only real "extrinsic" incentive for regular faculty involvement in lifelong learning is monetary. Otherwise, the system relies heavily on the "intrinsic" benefits that some faculty members associate with the instruction of adults. These may include satisfaction from interaction with more mature students, opportunities for professional growth and recognition outside the University, community service and enrichment of on-campus teaching as a result of outreach involvement. Although important, these "intrinsic" benefits are not in themselves enough to encourage sustained, creative, high-quality faculty participation in lifelong learning. This is particularly true in those fields where payments for consulting and other outside activities far exceed those available for outreach activities.

Some modification of existing faculty incentives and rewards that incorporate outreach teaching activities appears essential if encouragement is to be provided for a more extensive faculty commitment to lifelong learning. It is instructive and suggestive, as a first step in this direction, to consider the following resolution passed unanimously by the Faculty Senate of the University of Illinois several years ago:

> Campus- and college-level policies and procedures should be modified so that there are greater incentives and rewards for high-quality faculty participation as resource persons in university-sponsored continuing education and public service activities (Votruba, 1979).

A similarly-worded resolution should be encouraged from the University of Delaware's Faculty Senate at the inception of the Five-Year Plan.

There are, at the University, three major categories for evaluation of

faculty activity: teaching; scholarly, creative and/or professional development; and service. Chairs and deans may vary the weighting in individual cases as long as the academic unit accomplishes its instructional goals. While each category is important, there exists a clear-cut priority system that appears quite consistent with lifelong learning teaching objectives:

> Instruction is the most fundamental of the educational objectives of the University. The University fails in its primary mission unless it is able to foster the acquisition of knowledge and skills in its students. Research is of value in its own right, but its presence in the academic program is justified mainly insofar as this research contributes to excellence in the learning of its students. ("University of Delaware Handbook for Faculty," 1974).

The University's definition of teaching also is instructive in regard to the role of lifelong learning activities in the evaluation of faculty:

> Under this category (teaching) shall be included all scheduled classes (and academic advising involved therein), seminars, laboratories, thesis and research supervision, field activities and any other instructional activity. ("University of Delaware Handbook for Faculty," 1974).

Formal University policies in regard to faculty would thus seem consistent with inclusion of lifelong learning teaching activities under the category of "teaching" rather than "service." Department faculty, chairs and deans should be encouraged to incorporate this concept into the evaluation system for faculty as an incentive to increased faculty involvement in lifelong learning instructional activities. Additional incentives might be provided through nonmonetary forms of recognition for outreach teaching, adjustment of the limits of overload pay for noncredit courses and expansion of risk-sharing activities.

In addition to teaching activities, lifelong learning can involve creative scholarship. This often entails research directed toward community problems, public decisions or other policy-related topics. In some instances, the faculty member may engage in original research, while at other times such scholarship involves extrapolation, interpretations and inferences from existing knowledge. Research of this nature should be considered part of the scholarship function, provided that it meets the minimum standards of excellence set for other forms of scholarship.

Faculty participation in lifelong learning also can contribute to professional development in more indirect ways:

> Interaction with professional practitioners can help faculty maintain currency in applied fields related to their academic disciplines.
>
> Problems raised by practitioners can stimulate exploration of applications of existing theory and knowledge to new and varied circumstances.
>
> Teaching older and more experienced students can lead to new interpretations and new ways of looking at traditional academic subject matter.
>
> Nontraditional students and a nontraditional teaching/learning environment can encourage development of new instructional approaches that may also benefit teaching of traditional college-age students.
>
> Interaction with professional practitioners can lead to new research and scholarly activities.
>
> Lifelong learning activities can help to enhance the professional prestige and visibility of the faculty member away from the campus. (Votruba, 1979)

Chairs and deans should encourage faculty to consider these potential benefits in making decisions about participation in lifelong learning.

Adjustments in faculty incentives and rewards and recognition of other benefits associated with outreach instruction should provide encouragement for more extensive faculty involvement in lifelong learning. This will not, however, resolve the problem of insufficient faculty resources in academic areas that have heavy demand from full- and part-time students alike. To meet that demand, additional faculty resources must be made available. The experience of the past several years suggests that recruitment of highly qualified part-time, off-campus instructors often is most difficult in precisely those academic areas that have the highest demand from part-time adult students. In some disciplines, this problem has been further complicated by the insistence of accrediting associations on high ratios of full- to part-time faculty.

Reallocation of faculty resources would appear to be the most appropriate means of satisfying current and future learning needs of part-time adult students. Such reallocation would increase the number of faculty in high demand

areas. Their academic responsibilities should emphasize lifelong learning activities, with instruction of part-time adult students a significant part of their teaching duties. Also there must be some method of ensuring that off-campus teaching responsibilities are emphasized and fulfilled.

Such reallocation of resources should not result in greater University expenditures, unless significant increases occur in the demand for lifelong learning or the expected decline in full-time undergraduate enrollments does not materialize. Funding for them should come largely from a reduction in overload payments to part-time, off-campus faculty currently teaching lifelong learning subjects that are in lesser demand. Presumably, the teaching responsibilities of these off-campus instructors will be picked up by regular faculty, since these are often areas where undergraduate enrollments are expected to decline. Decisions as to which are the "low" and the "high" lifelong learning demand areas for purposes of recommending reallocation of resources should be made by deans in consultation with appropriate department chairs. These decisions should take into account recommendations made by the colleges and the Division of Continuing Education.

Sustained, creative faculty involvement in lifelong learning also will be encouraged if the principal academic units have an individual charged with coordinating and stimulating that unit's lifelong learning activities. This is in line with the Commission on Lifelong Learning's earlier recommendation that

> progress in developing lifelong learning activities in the individual colleges will require designation and funding support of at least one person (all or a reasonable portion of time) for coordinating or liaison functions.

This person should be charged with directing and encouraging faculty involvement in program and curriculum planning for lifelong learning, needs assessment and evaluation of faculty outreach efforts. Other responsibilities should involve coordination of the unit's overall lifelong learning efforts, to include close liaison with other academic units and the Division of Continuing Education. Evaluative criteria for the position must reflect and provide incentives for these various lifelong learning endeavors.

Every effort must be made to ensure that heightened faculty and unit involvement in lifelong learning conforms to University standards of excellence in teaching, research and service. This requires careful monitoring of outreach

activities by departments and colleges--a responsibility that was spelled out in the recent policy statement governing University of Delaware continuing education activities. Particular attention must be given to the quality of credit and noncredit teaching. Mechanisms must be devised that will encourage development and maintenance of course formats and content that are at once innovative and challenging. Systematic efforts to evaluate the quality of instruction should include student and adminstrator ratings of instructors as well as actual measures of the amount of learning taking place in the classroom. University recognition of teaching, research and service in lifelong learning through such measures as teaching awards and grants can provide additional incentives for improving quality.

Faculty also should be encouraged to extend their knowledge of principles of adult learning. Alan Knox, Malcolm Knowles and other scholars have emphasized that the interests, needs and approaches to learning of adults are, in significant ways, different from those of younger "college-age" students. Adult learners are, for example, believed to be more goal-oriented, pragmatic, experienced and self-directed. Such differences, to the extent that they do exist, have definite implications for teaching objectives and formats. Emphasis on applications of knowledge, informality of teacher-student interaction and attempts to relate instruction to student experiences are only a few examples of possible uses of principles of adult learning in the classroom.

Sponsorship of faculty participation in outside workshops and conferences on adult development and learning is one way of stimulating growth of faculty understanding of lifelong learners. Within the University, the Instructional Resources Center (IRC) is a valuable resource for improving classroom effectiveness. One or more workshops analogous to the series on teaching effectiveness offered by IRC for regular faculty during the 1980 winter and spring semesters could be helpful to instructors of adults. It also would seem appropriate to incorporate topics on the teaching of adults and other lifelong learners in University publications such as the newsletter About Teaching.

CHAPTER 3: ESTABLISHING UNIVERSITY POLICIES AND PRACTICES THAT RESPOND TO THE NEEDS OF LIFELONG LEARNERS

Dean Eric Brucker, College of Business and Economics, Task Force Chair

To determine the degree of responsiveness of the present academic support and administrative systems to the lifelong learner, it first is desirable to become better acquainted with pertinent characteristics and needs of these students. Several recent, comprehensive studies conducted by the Division of Continuing Education provide just such an introduction to both the nonmatriculated (i.e., the continuing education) and the part-time matriculated student (Heggan, January, 1980).

In a given semester there are approximately 3200 nonmatriculated (CEND) and 1200 part-time matriculated undergraduate (PTM) students attending the University of Delaware. In many respects these two major groups of lifelong learners are similar. All can be classified as "adult part-time students." They are "adult" in that only 8% of the CEND and 1% of the PTM students are under 20 years of age. Approximately 54% of both groups are between 20 and 29 years of age, and 28% are between 30 and 39. They are "part-time" in that very few students in either category register for 12 credits or more in a semester. As noted below, most of them have major demands, other than study, on their time and energy. Approximately 65% of these nontraditional students are "heads" or "coheads" of household--a status determined in this case by whether the student is the sole or a mutual contributor to the financial resources of the family. About 60% of these persons are employed full-time and 18% are employed part-time, a circumstance that not only limits the amount of time available for learning but also greatly restricts their ability to attend anything but evening or weekend classes.

Additional characteristics and goals are common to both groups of participants but these tend to be more pronounced with the part-time matriculated group. For example, the great majority of registrants from each group perceive themselves to be degree-oriented: 68% of CEND students and 90% of PTM students consider "obtaining a formal degree or certificate" as "very important." This is greatly reinforced in the case of PTM students in that 50% of them have accumulated more than 61 credit hours--i.e., are beyond the half-way point in completing a baccalaureate degree--and 60% have taken five or more courses during the preceding academic year. The comparable figures for nonmatriculated students

also indicate a seriousness of purpose: 31% of the CEND students have accumulated more than 31 credit hours and 23% have taken five or more courses during the past year. Both groups stress the same pragmatic educational objectives: 76% of PTM and 65% of CEND students state that securing professional advancement is "very important"; 50% of part-time matriculated and 38% of CEND students rate increasing job competence as "very important."

Continuing education students who participate in noncredit courses usually are seeking certification or some other form of credential, increased competence in their jobs or "knowledge for its own sake." Far fewer individuals taking these courses seem to be seeking "a break in the routine of home or work," "participation in group activities" or "improvement in their ability to participate in community work."

The PTM students also have compiled impressive academic records: 40% have a cumulative grade point index of 3.00 or better, 19% have cumulative grades between 2.50 and 2.99 and only 11% have quality point deficits. The CEND students are more varied in their academic achievements. A significant number (i.e., 30%) have grade points below 2.00,* whereas 36% have at least a 3.00 index and 14% have one between 2.50 and 2.99. It seems obvious then that the majority of nontraditional students--especially the PTMs--are serious, determined learners who have well-defined goals related to their careers and a degree, and are proving themselves academically capable of achieving their objectives.

The "who" and "why" having been addressed, the next questions become "how", "when" and "where". . .does the University respond to the needs of these increasingly significant groups? Unfortunately the obstacles these students face may overshadow the programs and support services presently available to them.

The major obstacle confronting many part-time students is their almost total inability to complete major requirements--and therefore a baccalaureate degree--through evening attendance.** Presently the only "solutions" available

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*Most of these are younger students who have been dropped from the University due to quality point deficits and who are attempting to complete approved credit courses through the Division of Continuing Education to improve their grade points and be readmitted to the University. This group has unique needs, especially with regard to counseling and other support services (a matter discussed later in this section).

**Degrees in Business Administration and Accounting may be obtained during the evening.

to most part-time students for completing a four-year degree are to request work-release time from their employers to attend classes during the day, or to request a leave of absence to more quickly complete a block of courses (again during the day). Both are policies more talked about at the University than practiced by employers.

The inability or unwillingness of some academic units to schedule sufficient credit courses in areas of high demand affects degree- and nondegree-oriented students alike--since many of the latter desire the same courses for professional development that the former must have for degree requirements. A situation that highlights this "demand-versus-supply" problem occurs every semester at the Division of Continuing Education. Last fall (80A) 393 CEND students who registered for courses after the advance registration date but before in-person registration had to be notified literally at the last moment that 542 spaces in 143 different courses which they wanted were unavailable. Similarly, 125 students who registered for the spring (80B) semester were notified of their failure to obtain 162 spaces in 95 different courses they requested. Whether the decisions are active or passive on the part of the units, the end result can still be viewed by students as University unresponsiveness to expressed, identifiable needs.

An additional obstacle to evening study is the lack of provision of a comprehensive, predictable and carefully planned program of degree or professionally-oriented courses. The Division of Continuing Education is improving its off-campus course offerings with this objective in mind, and many departments are developing offerings on campus in the evening (at least partially influenced by submitted requests or suggestions from the Division). But the lack of a well-organized overall program is obvious--especially to students who are trying to fit everything together within a limited time.

Still another situation which "restricts" participation exists in the area of noncredit courses for professional development, licensing, relicensing, and career and job updating. The problem here lies in the continual discovery of new areas of interest and demand and the difficulty in adequately responding to these while still newer areas are being uncovered--i.e., there are always groups waiting to participate.

Aside from the unavailability of some courses, there often is limited flexibility in the course formats offered to the lifelong learner. The option of completing a course through credit-by-examination is restricted and policies are

not widely known.* With regard to C.L.E.P. (College Level Examination Program) tests, the University does not accept the results of these tests for credit in any of the five general areas in which they are offered. However, a few departments accept results from C.L.E.P. specialized subject tests in granting credit for certain courses.** A further limitation of options lies in the fact that CEND students are not permitted to register for courses in the pass/fail format unless a course is offered by the department only in this mode. The existence of very few alternatives to the evening scheduling of classes from 7-10 p.m.--both on and off campus--provides limited choices for working students with heavy responsibilities and commitments.

In addition to scheduling policies which tend to restrict their participation, part-time adult learners receive meager support services in comparison with full-time undergraduates. These inadequacies can have serious effects since the informal peer information and support networks which aid traditional students do not exist for adult students. CEND students are served well by the ACCESS Center of the Division of Continuing Education, which has counselors available during daytime and evening hours in Newark and at several off-campus locations. PTM students, however, do not fare so well. Their faculty advisers are assigned by department chairs and it is incumbent upon the students to contact their advisers to arrange for appointments at mutually agreeable times. Because evening office hours are not routinely scheduled there is relatively little opportunity for adult students to stop by informally for advisement, information or other help. A number of PTM students use the services of the ACCESS Center to fill this gap. The College of Arts and Science and the College of Business and Economics both have made some evening hours available for advisement, but this service has not been consistent or widely enough known among adult part-time students to determine the degree of its success. Still another constraint on part-time learners is the unavailability of ongoing personal counseling or testing for either CEND or PTM students--the services of

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*A notable exception is the "open curriculum" program of the College of Nursing. In this program students, who are mostly working adults, complete a structured program of self-instruction followed by "challenge" exams which, if successfully completed, allow credit for specific nursing courses.

**Nationally more than 1,700 educational institutions offer college credit on the basis of C.L.E.P. scores.

the Center for Counseling presently are available only to full-time, matriculated students.

Another important support service which presently is unavailable is a University "drop in" child-care center for students who want to continue their education but whose participation is restricted by child-care responsibilities. A 1977 questionnaire prepared and evaluated by a task force of the Returning Adult Student Association indicated that during the spring semester of that year 41 part-time students had 60 pre-school children for whom child-care arrangements had to be made so that the parent could attend college. The number of students in similar circumstances who were unable to find care and thus continue their education is undoubtedly significant.

Most University administrative offices and support services are geared to full-time matriculated students and their schedules. Inconsistency in the scheduling of noon-time office hours for such services as records and registration, financial aid, and admissions, and the lack of evening or weekend hours on the part of these offices, greatly limit the availability of administrative services to adults.

Nonmatriculated students cannot receive an "official" evaluation of their transcripts--i.e., an evaluation of their accumulated credits to date as these relate to degree requirements.* This policy undoubtedly causes a number of lifelong learners to eliminate the University of Delaware in their "comparison-shopping" for an institution at which to continue their education. Such students generally are neither below average nor hoping to gain easy compromises; instead they should be viewed as wise consumers in the higher education marketplace.

A number of lifelong learners at the University experience still another problem each year. One University policy permits part-time matriculated (PTM) students to maintain their admitted status as long as they do not have a break in their attendance of longer than fifteen months. This flexibility is an integral part of the University's definition of the part-time admitted student--i.e., some discontinuity in attendance is allowable. However, a second University policy may restrict this flexibility in the case of PTM students. If these students register for a course (or courses) for a given semester and then--for

*Evaluations from the Admissions Office are available only to students who have been admitted to the University.

employment, medical or other reasons--must drop all of their courses, they are considered to have "withdrawn" from the University. The students thereby lose their matriculated status and must reapply and pay again for admission--even though they may have attended classes within the past 15 months.

A similar problem-provoking policy requires that students be registered--i.e., must be attending classes--during the semester they wish to obtain credit-by-examination. This policy stems from the limitations of the computerized student record system: i.e., if students are not registered, their grades cannot be recorded. Such inflexibility does not build the institution's image among lifelong learners.

A final area that produces misinformation and misunderstanding on the part of students, faculty, professionals and staff is the system in which students are assigned a space in class after registering--a system replete with inconsistencies. The existing system officially assigns spaces based on two priorities: (1) the time of registration and (2) "class" level. The level given to CEND and PTM students in this system is second only to that of full-time graduate students--a priority which recognizes and is based on the relative inflexibility which exists in their time schedules. However, since very few CEND students register during the advance registration period*--and almost all full-time students do--the CEND students do not reap the benefits of their priority rating for class assignments. A complicating factor which greatly affects predictability of assignment under this system is the intervention by departments--usually those in high-demand areas. After computer assignment has been completed, department representatives sometimes manually "edit" class lists on the basis of "preference given to majors."** The final result for part-time students is often confusion at best, anger at worst and, in either case, negative attitudes toward the University.

Although the preceding list of inconsistencies and inequities suggests a tone of unresponsiveness on the part of some units of the University toward lifelong learners, most of the relevant policies and procedures can be modified fairly easily. The remainder of this chapter is concerned with such modifications and improvements.

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*This registration pattern is typical of CEND students. Whether due to more unpredictable and diverse priorities and demands which affect their schedules and planning, or whether a matter of financial considerations involved in earlier payment, only 10-20% of CEND students advance register.

**Continuing Education students do not have a "major" although they do indicate an "area of interest."

The most far-reaching response the University could make in these areas would be to improve the various aspects of course scheduling that have been described. To make intelligent decisions regarding evening course offerings, efforts first should be made to determine the actual demand by part-time students for courses in various discipline areas. This knowledge then should be used as a basis for course scheduling and sequencing which would allow completion of degrees in selected areas through evening (or weekend) attendance and would make courses in high-demand areas available to more students. In areas of high demand* every possible effort should be made to respond to identified course needs--particularly with regard to evening and off-campus courses, since they represent a way in which the University interfaces with the community. A recent example of such an effort occurred when needs were identified for introductory computer science and biology courses off-campus. The biology course was a curriculum requirement for professional nurses beginning their core science courses toward a B.S. degree. The computer science course was needed by students majoring in business as well as by working professionals. Arrangements were made for both courses to be conducted in Wilmington. They filled to capacity and an additional section of biology was scheduled and filled.

To attract and serve as many students as possible in moderate demand areas, merely rescheduling some daytime courses to evenings would make it possible to respond to the needs of full- and part-time students alike. A solution which could accomplish the objective of meeting the needs of the greatest possible number of students in both low and high demands areas by reallocating present campus and off-campus faculty resources was described in the preceding chapter.

Wherever uncertainty exists regarding student demand for evening courses in a degree sequence, carefully planned, systematic surveying of student needs should be conducted. Determining the status of students in particular curricula and predicting their future course needs could be accomplished by administering sample surveys to those who have declared a particular major or "area of interest," or by studying individual student degree audit sheets. Once priority areas have been identified, select courses in some type of "guaranteed"

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*A reliable, though rough and incomplete, estimate of high-demand areas could be extrapolated from the "course request rejected" printouts which are available each semester.

sequence should be offered "in response to demand"--i.e., "guaranteed" in the sense of making a commitment to offer required courses and recognizing an obligation to students to enable them to complete their programs through evening attendance.

A much neglected aspect of curriculum planning has been consideration of the value and attractiveness of courses offered to satisfy professional and other job-related needs rather than solely degree-oriented ones. Credit course offerings should be developed with this new concept in mind and efforts made to group together and promote present (often upper-level) courses that might have this appeal. Some type of recognition of successful completion of a related sequence of such professional courses that would be attractive to both the students and their employers--such as a "certificate of achievement"--should be considered.

Similar potential exists with regard to departments becoming more involved in planning and teaching noncredit courses in their respective fields. Faculty have expertise that should be called upon to address the needs of adults interested in professional development; education for licensing, relicensing and certification requirements; or general updating in a myriad of job-related areas. Engineering, technical writing, insurance, counseling, graphic design, news writing and editing are but a few of the areas in which interest has been indicated. Tapping faculty resources for in-house staff and professional development at the University should be a natural outgrowth of increased faculty involvement in noncredit programs.

Not to be overlooked is the capability of faculty to develop and offer noncredit, personal development courses to nondegree-oriented students. These courses may stem from present credit courses but would emphasize the pragmatic rather than the theoretical: improving speech and writing abilities; conversational languages for persons planning to travel or live abroad; art and music appreciation courses with field trips; astronomy, horticulture or marine biology for the serious avocationist--all are relatively undeveloped areas which could utilize faculty expertise in extending quality lifelong learning to the community.

Serious efforts also should be made in developing innovative scheduling and course formats. Greater emphasis upon late-afternoon, early-evening and weekend formats should be encouraged. Time slots that might be stressed include 4:00 to 7:00 p.m. and 6:00 to 9:00 p.m. once a week and 5:30 to 7:00 p.m.

twice a week. School teachers often can attend classes from 4:00 to 7:00, as can employees taking work-related courses for which they can get job-release time. Attending a class twice a week for one and a half hours during the early evening rather than once a week for three hours later in the evening would appeal to many working students. The possibility of getting to class at 6:00 p.m., which would still allow time for a quick meal or review, and being out of class by 9:00 p.m. could prove attractive to others--including full-time students enrolled in the same course. Systematic efforts should be made to experiment with these various scheduling formats, and the most successful ones should be adopted.

New degree options--not necessarily in the sense of content, but with regard to structure and format--should be made available. At the graduate level significant responses already have been made to the unique needs of part-time students throughout the State. The master's programs in instruction, reading, educational leadership and counseling all allow working adults in lower Delaware to complete their degree requirements in the evenings or on weekends. The master's programs in business administration and public administration are other successful evening programs, presently available only in New Castle County. In recognition of the University's unique position as the only State institution providing graduate education, individual colleges should continue to offer and extend nontraditional graduate programs for which there are identified needs. Serious consideration should be given to development of an alternate route to the Ph.D. degree for working professionals.

Similarly, at the undergraduate level, thought should be given to implementing a modified Bachelor of Arts Liberal Studies degree by the College of Arts and Science. This program would allow students to structure their own degree requirements--through consultation with an adviser and approval by the Dean--on the basis of specific, usually directly career-related goals not easily satisfied through established "majors" (e.g., interior design or counseling).

The first improvement that can be made with respect to credit-by-examination is clarification and communication of existing policies and possibilities within and between academic units. The Faculty Senate has placed all responsibility for the credit-by-examination option with the departments. Each unit therefore should seriously review and reconsider its policies toward credit-by-examination with a view toward providing legitimate alternatives to lifelong learners whenever possible. A written, regularly updated statement

regarding policies related to this option and specifically listing courses for which such examinations are available should be maintained by each department. A comprehensive listing of courses available via credit-by-examination should be compiled from the departmental statements, and in turn, this information should be disseminated through counseling and advisement channels to qualified part-time students.

The pass/fail grading option should be made available to CEND students who have some adequate or "minimal" grade point index--subject to any existing restrictions or limitations (such as the number of these courses that may apply toward either major or degree requirements for graduation). Otherwise, it would seem that no restriction should be placed on the number of pass/fail courses such students could take either per semester or as a total number. This option should be an attractive alternative to taking a course as a "listener"--especially for nondegree-oriented students who want to make an active commitment to taking a course.

There also is need for a comprehensive approach to the selection and scheduling of on-campus, off-campus, evening and weekend credit and noncredit courses. All offerings available to lifelong learners should be integrated into a plan that considers (1) major and "related work" areas for degree requirements, (2) related courses that might fit together into a core program for certain professionals and (3) reliable, predictable sequencing of all of these courses over a period of time. At present, the only significant effort at overall coordination of evening courses is made by the Division of Continuing Education. The Division exerts considerable influence over off-campus course scheduling but can act only as an advocate for part-time students desiring campus evening offerings. The appeal to these students of knowing that they can complete a sequence or program within a reasonable amount of time is obvious. But presently, with a few exceptions, such opportunity does not exist. These circumstances require immediate attention if the University is to better meet the needs of potential learners throughout the State.

A simple, yet effective, way to integrate evening course offerings would be to "expand" the campus by scheduling existing courses in more locations throughout the State and by arranging transportation between these various sites. Use of shuttle buses to transport students to courses at "distant" locations would save energy, increase the time available to these students for reading and study, permit more students to be served from various

areas of the State, and encourage maximum enrollment in existing courses. A shuttle bus taking students from Newark to Wilmington for evening courses met with moderate success the first semester (80A) it was initiated. If a Wilmington to Newark shuttle were added, the extensive main campus offerings could be made more accessible to residents of northern New Castle County. A shuttle to bring students from Kent and Sussex Counties to Newark for evening courses also should be considered as a way to "extend" the campus. Thoughtful coordination of courses among all locations could broaden the educational opportunities of a large number of students.

Use also should be made of new technology to extend education to lifelong learners--particularly telecommunication and PLATO systems to provide "learning at a distance." The potential of these innovative formats will be discussed in the next chapter, especially as they relate to reaching individuals not presently participating in University programs.

Another issue that must be addressed involves review and clarification of the present student-assignment system--especially in regard to how the system relates to part-time matriculated and nonmatriculated students. As stated earlier, the two "formalized" priorities for assignment are time of registration and "class" level. A third informally applied criterion, "preference to majors," discriminates against Continuing Education students and needs to be acknowledged, reviewed and clarified. If deemed appropriate, this criterion should be formally included in the official, computerized assignment procedures.

It also is vital to establish a mechanism to "monitor" evening courses in a manner that prevents them from filling only with full-time matriculated students. The latter situation occurs frequently. If "preference to majors" is to be operational, certainly "preference to (some) CEND students" should be of equal importance. This view is compatible with the existing assignment system's recognition of the limited flexibility of the schedule of the part-time student. Thus serious consideration should be given to reserving a certain number of seats for CEND students in all evening courses in which there is heavy matriculated-student demand.

The process for informing nonmatriculated students who register after the advance period of their enrollment status must be improved. Under the present system, CEND students who enroll after advance registration but before "in-person" are held on a "wait" list throughout this period. The list is run

a few days before in-person registration. It is not until then that efforts can be made to notify students who did not get into the course or courses they wanted, and to suggest to them that they hurry in to substitute other courses. In the fall of 1979 (80A), 393 students had to be so notified within a period of four days.

The "wait" list should be run as soon as possible after all courses have been assigned to participants in the summer and winter New Student Programs. CEND students then could be notified earlier--i.e., a few weeks before in-person registration--as to closed courses so that they could reregister. Students who try to enroll after the running of the first list would be held on a second "wait" list that would be run just prior to in-person registration. In this way, persons registering quite early would be notified at the earliest possible time and would have an opportunity to select a substitute course.

There also is a need for informed, readily accessible advisement for the lifelong learner--especially at off-campus locations and during evening hours. Academic units responsible for significant numbers of part-time matriculated students should seek to improve the ability of these students to meet with their faculty advisers or, at least, have an informed professional from the dean's office available for some evening hours each week. There should be an ongoing exchange of information between these unit advisers and the counselors at the Division of Continuing Education's ACCESS Center. A system of regular meetings and written communications should be established to provide a coordinated approach to the advisement of lifelong learners.

There is need also to provide counseling for various student subgroups that are becoming increasingly significant: persons taking noncredit courses or programs; those with quality point deficits who wish to be readmitted; students just beginning university-level study; and individuals who are notably uncertain about their ability to succeed academically and need direction. Special attention must be given to learning more about the needs of these students. Appropriate responses, such as short workshops,* should be developed through cooperative ventures between the ACCESS Center and the Center for Counseling. Formal provision should be made for a full-range of counseling services to be available to part-time students. It is important to make in-depth

*The ACCESS Center presently conducts regular orientation workshops for those beginning University study through the Division of Continuing Education and also offers sessions on "Learning Skills."

counseling services available to nontraditional learners as well as to the full-time student.

The present proposal for a child-care center on campus for pre-school children of students, staff and faculty should receive serious consideration. Necessary modifications should be incorporated and start-up funds provided until the center becomes self-supporting--self-sufficiency being an inherent part of the proposal. Providing an important support service for student parents who otherwise would be unable to attend the University is actually only one of many reasons which would justify such a center--although a very significant one. Such centers have been established on many other campuses and serve as multipurpose centers. Teaching, research and service activities in many areas related to child care and development could focus on such a center to the benefit of all.

Undergraduate and graduate catalogs should be revised with a view toward presenting the University as an institution that encourages lifelong learning. An essential addition to the catalogs should be a section dealing explicitly with policies and procedures unique to part-time matriculated and nonmatriculated students. The ACCESS Center Handbook for CEND students would serve as an excellent model for this section. The lifelong learning portion of the catalogs also could be published separately as booklets for part-time students and persons on campus who work with them--i.e., deans, advisers, counselors and faculty.

Careful attention should be given to the tone, or "silent message,' conveyed to prospective students and the community-at-large by the catalogs and other publications. Photographs, wording, philosophy--all need to be considered with an eye toward portraying the University as a place for learners of all ages, backgrounds and needs.

Finally, administrative support services for part-time learners need to be expanded. A simple but significant change is for key offices--i.e., Records and Registration, Admissions, and Financial Aid--to be open on campus for a few evening hours each week, particularly during busy periods. These offices also should be staffed (even if minimally) between 12:00 and 1:00 p.m., since this usually is the most convenient time during the day for employed lifelong learners to conduct campus business either by phone or in person. Some offices do stay open during this time but operating policies are not clear or predictable, nor are part-time students aware of them. Regular schedules should

be established and publicized, and persons dealing with part-time students should be aware of these services.

The Admissions Office should provide a transcript evaluation for potential matriculated students--whether CEND students or those considering transferring to the University. These students should be able to obtain an evaluation of accumulated credits in order to know their relative status with respect to meeting University of Delaware degree requirements. Often this information is requested by students to enable them to compare the University with other institutions. Thus, making a transcript evaluation available could result in enrollment gains.

Ultimately, both college and departmental transcript evaluations and acceptance of transfer credits are required for graduation in degree programs. Care must be taken that students understand that the initial assessment procedure is providing only the "best official evaluation available at this time." Such an evaluation should serve the needs of most prospective students adequately. However, the system should be flexible enough to permit a serious student to obtain a departmental-level evaluation for a particular major if desired.

A more general proposal presently being considered by the Admissions Office regarding the status of admitted versus "once-admitted-but-presently-not-registered" students would automatically eliminate the earlier mentioned problem of part-time students' inadvertently "withdrawing" from the University and thus losing their matriculated status. Consideration is being given to a classification system that would treat admitted students at any time as either "active" or "inactive." Thus once-matriculated students wishing to return to the University after a break in attendance would merely "reactivate" their status. This reactivation procedure should be as simple as possible--for example, adequate information to "reactivate" the student's record should be obtainable through registration data. In addition to trying to minimize "red tape," there should be no "readmission" fee charges when these students become active again. They have paid once to be admitted to the University and that should suffice.

Part-time matriculated and CEND students often are overlooked by colleges, departments and honorary societies with regard to their scholastic achievements. To rectify this oversight, units should make efforts to recognize and reward the outstanding academic accomplishments of part-time learners.

The College of Business and Economics congratulates accomplished part-time students through letters sent from the dean's office. Such gestures provide strong, positive reinforcement for hard-working, dedicated adult students.

CHAPTER 4: INNOVATIVE RESPONSES TO NEW GROUPS AND NEW CIRCUMSTANCES

Professor LeRoy B. Allen, College of Education, Task Force Chair

At first glance it would appear that Delaware's postsecondary schools are doing relatively well in attracting part-time adult learners. It is estimated that over 27,000 adults* annually participate in the lifelong learning offerings of these institutions, a figure somewhat higher than would be expected if national participation rates were applied to the State's population. On the other hand, it is important to realize that only a small percentage of all adults in Delaware actually avail themselves of lifelong educational opportunities. Doubtless there are many other potential students within the State who presently are not attending the University or any other postsecondary institution.

The fundamental premise of lifelong learning is to provide "maximum opportunity for citizens to fulfill their learning potential" (Jacobs, 1979). Therefore, as a Land- and Sea-Grant institution supportive of lifelong learning, the University has a responsibility to learn more about nonparticipating groups; to determine whether potentially able learners have needs which it can meet; and then to respond with appropriate programs and activities.

The adult, part-time students presently enrolled in University of Delaware credit courses and programs are predominately young (75% are under 35 years of age), white (92%), high school graduates (90% having already attended some college), and with annual family incomes between $15,000 and $25,000 per year. Thus the "profile of those who are disproportionately represented in (adult) educational activities, in comparison with their representation in the population, looks a little less like the average American and a little more like a member of the advantaged classes" (Cross, 1979).

Those groups having noticeably lower participation rates include the elderly (who, nationally, have only 1/4 to 1/10 the participation rate of 25-34 year olds), blue-collar workers, minorities, ethnic groups (including the foreign-born), rural residents, the handicapped and, in general, persons with limited education (nationally, those who have not graduated from high school

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*About 60% of these adults participate at the University of Delaware.

have 1/2 the participation rate of those who have graduated). Within these less well represented groups, there are potentially able learners who could benefit from further education. As part of its lifelong learning mandate, the University should make an effort to reach out to them.

Psychological, social, cultural and/or economic factors may act as deterrents to continuation of formal learning for many nonparticipating "target" groups. Patricia Cross (1979) has identified three categories of obstacles to participation by adults in organized learning activities. "Institutional" barriers stem directly from unresponsive procedures and policies of the educational institution itself. These obstacles--such as inconvenient and unpredictable scheduling, failure to provide adequate and correct information, and confusing and inconsistent policies and procedures--all may severely inhibit an adult's participation. Identification and recognition of the importance of these problems are the essence of the previous chapter, and attention to these matters would place the University well ahead in its efforts to remove barriers to participation. However, the modifications that were proposed in the preceding chapter will benefit mostly those adults who are already attracted to or part of the system. They will have little effect on those not yet participating.

"Situational" barriers to educational participation are factors "arising from one's situation in life at a given time," such as time constraints due to home responsibilities; geographic, physical or social isolation; or insufficient funds. "Dispositional" barriers, on the other hand, result from attitudes persons have about learning and their perceptions of themselves as students. These include: lack of confidence, a feeling of being "too old to learn," and perceptions of the institution as intimidating and/or inaccessible.

Situational and dispositional barriers often are more difficult to identify than institutional ones, and only a limited number of them may be addressable in any way. Furthermore, once it is determined that a response by the University is appropriate, care must be taken to ensure that it will be an informed and discriminating one. Moreover, every effort must be made simultaneously to anticipate and plan for changing needs and interests of existing learners and to be watchful that new institutional barriers--for any groups--are not being erected in the process.

Providing increased opportunities for able learners in nonparticipating groups requires organization and continuity if significant progress is to be made. To accomplish this, the Committee on Lifelong Learning should coordinate

programs and support services aimed at special target groups. Formation of an advisory group of representatives from appropriate organizations outside the University should be encouraged. Inclusion of this group could contribute to realistic identification of needs in the planning stages of programs for the target populations. In addition, involvement of its members within the University would lend credibility to programs during their implementation stage.

It is generally agreed that a major barrier to these nonparticipating groups is their view of the institution as unresponsive and/or inaccessible.* Such perceptions could be changed by providing positive experiences through university-level "bridge programs"--i.e., "bridge" in the sense of bridging the attitudinal gap which stands between these people, the University and the pursuit of further learning. Such programs, in a variety of formats, would emphasize approaching and working with present non-participants in their own communities in cooperation with persons who are well-known, respected and accepted by them.

Several immigrant and ethnic communities of significant size exist within the State that include potentially able learners for whom bridge programs should be considered. Programs that relate to the social, historical and cultural heritage of these groups should be encouraged. The offering of a Polish I course in Wilmington by the Department of Languages and Literature through the Division of Continuing Education is an excellent example of a recent, carefully considered and planned--and very successful--university-level bridge program. A sizeable community of Polish immigrants and first generation Polish citizens reside in Wilmington.** Representatives of the Polish community communicated a desire for a Polish language course to a University instructor who previously had taught the language at another university. The initial request was for a relatively informal course at a convenient location in the Polish community. An expressed reason for this format was the feeling that a University of Delaware course would be too far removed from the needs and/or abilities of members of the community. The instructor and community leaders worked together to over-

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*A notable exception is the image the Agricultural Extension Service conveys to various target groups in Kent and Sussex Counties.

**According to the 1970 U.S. Census, there are 1,298 foreign-born Polish persons in the State and 5,965 first-generation U.S. citizens of Polish parentage.

come this dispositional barrier by attending meetings in the community to announce, discuss and give assurances about the course. In addition, numerous announcements were given on the radio, in Wilmington newspapers, in church bulletins and, most importantly, in the well-circulated AMPOL (American-Polish) newsletter.

As the result of these initiatives, Elementary Polish was offered in the fall semester (80A) by the University for the first time. It filled to capacity. A second section was created and it also filled. The course was structured to include discussion of Polish tradition, several slide presentations, and a class dinner and celebration for Wigila (i.e., Polish Christmas Eve). The success of this unusual but nonetheless academic course has had impressive positive consequences. Numerous requests have been received for other courses related to Polish heritage that would include historical, sociological and/or cultural (especially music and art) components. This spring Polish I was offered for the first time during the daytime in Newark and, again, two sections were created and filled. In addition, a Sunday seminar--"Polish Culture and Modern Society"--is being developed and will be offered this fall (81A) in the Wilmington area. These results demonstrate that bridge programs can work--to everyone's benefit.

According to the 1970 census, there were 12,112 Italian, 10,631 Spanish and Puerto Rican, 5,991 German, and 3,186 Asian* foreign-born or first generation persons living in Delaware. Outreach programs similar to the Polish one might be very appropriate for members of any or all of these populations. Academic units should develop programs that build upon the foundation created by existing "bridging" efforts; i.e., those now provided by the University, other post-secondary institutions and the high schools. For example, follow-up courses to the University's and Delaware Technical and Community College's "English as a Second Language" programs should be considered.

Academic units also should be encouraged to explore additional ways of identifying and attracting capable minority students within the State. Many of these potential students view the institution as removed, aloof or even foreboding. Some lack confidence in themselves as learners. Student Special Services, in cooperation with the Admission Office, presently sponsors a number of undergraduate minority recruitment programs. Most are aimed at introducing senior high school students to the University. More extensive efforts must be made,

*A number which undoubtedly has increased greatly in recent years.

however, to reach these students earlier, when their attitudes towards higher education are still being shaped. To accomplish this, short presentations or courses should be developed to stimulate the interest of able young people in further learning--especially of minorities who, in their everyday environment, might receive little if any positive reinforcement to consider college-level study. Efforts need to be made both in going out to students (particularly at their schools) and in bringing them to the University for various programs.

The Division of Continuing Education is developing a Summer Youth Campus to provide elementary through high school students the opportunity to participate in a myriad of interesting, youth-oriented learning experiences at the University. This program could serve as an excellent vehicle to help break through some of the attitudinal barriers that now separate minority students from the University. Therefore, not only should extra efforts be made to publicize these youth programs in minority communities but some funds also should be provided to sponsor academically-promising minority students who, due to inadequate financial resources, would otherwise be unable to participate.

The "FAME" (Forum to Advance Minorities in Engineering) Program in the College of Engineering is an effort to bring more minority students into the field of engineering and is an approach that should be considered by other disciplines. FAME seeks to identify promising students early--i.e., often in the 6th grade--and to encourage them to begin thinking about their educational options. Such students are identified through community organizations, school teachers and counselors and are advised as to the courses they should take during their pre-college years to best prepare them for admission to and success in college. Throughout their intermediate and secondary schooling, they participate in supplemental educational activities sponsored by the University.

A related program is one in which a select group of engineering and other minority students who have been accepted at the University attend an intensive six-week residential program administered by Student Special Services on campus each summer. During this time, the minority engineering students within this group complete two pre-engineering courses for college credit to give them a good start on their freshman year. Thereafter, they move into the University community as full-fledged freshman engineering students. Minority graduate advisers are assigned to them, thereby aiding their social and academic adjustments to University life.

The Minority Engineering Program thus attempts to overcome situational

barriers--such as students not having the appropriate prerequisites for college even though they are capable learners--as well as attitudinal ones. Similar programs should be considered in other disciplines. Programs also should be established aimed at early identification, advisement and educational support for capable junior high school and even elementary school minority students.

All of these suggested approaches to outreach are built upon the central theme that the University must assume the initiative in taking educational experiences out to various groups. If responsiveness and sensitivity are key elements in these efforts, diversity and enrichment for the University will be important accrued benefits.

There are more than 80,000 persons aged 60 or more in Delaware and the proportion in this age category is increasing. Educational opportunities have been relatively limited for older Delawareans interested in continued intellectual stimulation and growth. Responding to these needs, and at the same time recognizing the rich accumulation of knowledge and experience older people possess, the University established an Academy of Lifelong Learning in October, 1979, to provide new kinds of educational experiences and programs for this growing population. Members of the Academy develop and teach their own credit and noncredit courses, plan and carry out cultural programs and study tours, and attend regular University credit courses. The Academy should continue to receive strong support from the University. Carefully considered bridge programs should be explored to extend more university-level educational opportunities to many more persons aged 60 or more. Developing programs for older persons is a vital and essential goal if lifelong learning is to be a reality.

Encouragement of research geared to identifying and responding to the problems--especially the situational and dispositional barriers--facing special target groups also must occur if acceptable solutions are to be found to increase the participation of such groups. In this way, research-oriented sectors of the University can supplement and enhance outreach teaching and service activities. To accomplish this, research related to lifelong learning endeavors should be included in the evaluation of faculty, as discussed in Chapter 2. Also crucial to the encouragement and support of this research is dissemination of information on federal and other grant opportunities. Emphasis on securing grants that combine research with pilot projects could help the University over the initial financial hurdle of developing viable programs that ultimately might yield a financial return through enrollment by participants as matriculated students.

The Committee on Lifelong Learning should see that the University community is aware of and maximally utilizing such grants.

Opportunities also must be enhanced for part-time adult learners and members of various nonparticipant groups to secure the financial assistance needed for continuation of their learning. Presently all federal and State financial aid is available only to matriculated students attending at least half-time (i.e., who are registered for 6 or more credit hours per semester).

Some eligible part-time matriculated students apparently are unaware of the availability of financial assistance and therefore do not apply for aid. Until recently, this misperception coupled with limitations on funds resulted in minimal awarding of financial aid to part-time students at the University. As of November, 1979, however, more liberal financial aid legislation was enacted at the federal level. Eligibility requirements were lowered resulting in a substantial increase in available funds. Thus the opportunity for part-time matriculated students to obtain aid has grown significantly. The Financial Aid Office estimates that it will provide assistance to twice as many part-time students in 80B as in 80A when only 30 received aid.

The government's overall financial aid stipulations still require "independent" students, many of whom are part-time, to carry more of the financial burden of their education than their "dependent" counterparts--a policy which discriminates against needy, working part-time matriculated students. However, financial aid officers may intervene on an individual basis to provide more flexibility and responsiveness in deserving cases.

In view of the new federal legislation and the possibility of special consideration on an individual basis, efforts should be strengthened to disseminate financial aid information to potential part-time matriculated adult learners --i.e., eligible students should be encouraged to apply for aid and present their cases. In general, many of the existing efforts by the Financial Aid Office to communicate its information to students are through daytime and/or campus-oriented programs. Presentations and mailings aimed at nontraditional learners should be developed. Similarly, special efforts must be made to see that advisers, counselors, faculty--anyone having regular contact with needy part-time students--are aware of up-to-date policies and procedures related to availability of financial aid.

The picture is less encouraging for needy CEND and less-than-half-time PTM students. Except for very limited funds available through the Division of

Continuing Education, no aid is available to these students. A pool of funds should be established for this purpose and made available to needy, able part-time students. Examples of likely recipients would include the divorced, working mother needing to complete an interrupted education in order to provide a better future for herself and her children; the minority high school student wishing to attend a pre-college academic course in the Summer Youth Campus; and any number of other capable adult learners in diverse circumstances faced with the barrier of inadequate funds.

Such efforts to encourage and respond to nonparticipating groups will test the University's ability to develop and implement innovative programs in areas requiring significant adaptability and innovation. As Chapter One demonstrated, technological change also will have considerable impact on postsecondary education and will test the capacity of institutions that are supportive of lifelong learning to survive and prosper.

Video-cassettes, cablevision, satellite communication systems and "computers-on-a-chip"*--in the coming decade the University must determine how it will utilize these and other innovations in education. As a beginning step, the Council of Deans should plan for and coordinate the University's response to the technological changes of the 1980's. Many of the potential innovations considered by the Council and its Committee on Lifelong Learning should be useful in overcoming situational and institutional barriers currently facing traditional as well as lifelong learners.

The earlier mentioned computer-based educational system, PLATO, offers great potential for teaching adults--with their unique and often unpredictable scheduling needs--at easily accessible off-campus locations and, ultimately, via home computer terminals. In recent years, employment of PLATO terminals to assist in the instruction of students on campus has increased dramatically. Thirty-two departments at the University now make instructional use of PLATO, the number of PLATO-related courses having doubled to 102 during the past two years. PLATO also is utilized as an aid in interest and career counseling of adults by the ACCESS Center. The system has the potential for a multitude of other uses--particularly in overcoming physical barriers to participation that exist for such groups as rural residents, the elderly and the physically handicapped.

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*Twenty years ago a computer with identical capabilities was the size of an average room. Today the "computer-on-a-chip" allows for such economy of size and price that home computer terminals are quickly becoming a reality.

The educational value of PLATO for classroom instruction has been rated highly by students, faculty and administrators. Some of its most frequently mentioned advantages include: (1) provision of self-paced instruction that helps overcome individual differences in learning rates; (2) reduction of time needed for completion of instructional requirements for quick learners; (3) immediate feedback to students; (4) provision for a richer intuitive grasp of complex phenomena through graphic visual representation; and (5) use of modeling and simulation techniques that allow students to learn more about complex subjects.

It is predicted that during the latter half of this decade--i.e., 1985 to 1990--the existence of combined telephone-television-computer "units" will be commonplace in homes that now have television. Such promising and versatile technology must be given serious consideration in determining how the University will fulfill its lifelong education mission. Experimental programs should be established to investigate, develop and implement appropriate applications of this technology to deliver University education to the citizens of the State. The PLATO project might serve as the main developmental "shop" for such programs, working closely with the Division of Continuing Education and various academic departments.

One pilot project worthy of consideration involves establishing community computer education centers at Wilcastle in Wilmington, at a Dover location and, perhaps, at senior centers.* Under this project, several computer terminals would be made available for use by community members of all ages. Diverse programs--including recreational, consumer-oriented, academic, credit and noncredit materials--would be widely promoted and readily accessible. The pilot project would include development of appropriate educational materials, careful monitoring of terminal usage, and surveying of users to determine their reactions and suggestions. Reports generated from this information would serve as a basis for decisions regarding longer-range University involvement with computerized delivery of lifelong learning opportunities. For example, this delivery mode might prove particularly appropriate for intermediate stages of bridge programs: contacts first could be made in various communities and then attractive, introductory learning materials could be presented via PLATO--thereby stimulating interest in further University study.

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*Dr. James Morrison of the College of Human Resources is currently investigating use of such terminals in senior centers to provide consumer education information.

Another significant application of technology to delivery modes in higher education is the University of Maryland's proposal for a "National University Consortium for Telecommunications in Teaching." This mode of delivering university education to lifelong learners is to be modeled after the successful British "Open University." The "Open University" is a national multi-media learning system with a full degree curriculum designed specifically for adult, part-time students. Its primary learning mode is printed material geared to independent study. This is supplemented with television broadcasts and optional teacher-student contact sessions to motivate and pace students' work.

The Maryland project is sponsored by a grant from the Carnegie Corporation to the University of Maryland and the Maryland Center for Public Broadcasting. Its objective is to study the feasibility of implementing a nationwide telecommunications-assisted learning system, using a network of allied postsecondary institutions* to provide instruction and public television stations to broadcast course-related programs.

In line with the PLATO project, the Maryland system would increase the learning options available to lifelong learners. Perhaps its greatest appeal would lie in its potential for providing more adequate educational opportunities to the residents of Kent and Sussex Counties. Certainly the Council of Deans and its Committee on Lifelong Learning should give serious consideration to participating in this consortium.

In-house projects involving innovative audio-visual applications to improve teaching currently are carried out by the Instructional Resources Center (IRC). Through development and production of such materials as videotapes, audiotapes, slide/tapes, films, transparencies and various combinations of these media, IRC brings modern technology to the classroom and also allows students to review and reinforce structured learning through self-tutoring and independent study. In addition, IRC actively works to develop excellence in teaching through its Instructional Development program. This program, which could be expanded to include workshops for those who will be teaching adult, part-time students, should be emphasized more in the future as the University attracts greater numbers of assertive, consumer-minded adults who demand high quality instruction. Services such as those provided by IRC should be supported, developed and fully utilized

*A major reason for the consortium approach is "economy-of-scale" in developing the courses--especially with regard to the television segments. Ordinarily, television course development is an enormously expensive undertaking.

in line with the University's commitment to progressive modes of education.

The University also should assume an active role in the proposed consortium of State public schools and institutions of higher learning for delivery of professionally-produced lifelong learning programs by cable television. This venture is expected to broadcast locally-produced credit and noncredit courses, sports and cultural events and public service information as well as materials from the Maryland project or other national programs. A key component of the University's contribution to the project might be a modified version of the Winter Session television course offered by the Department of Communications using IRC television production facilities. As the course now exists, students write, direct and produce their own television programs to be aired over the cable television network.

A solid research base is essential if the University is to respond to technological advances, attract new groups of participants and meet the changing needs of current learners. At present, most research on lifelong learning is carried out by the Division of Continuing Education and, to a lesser extent, by the Office of Institutional Research, and by the College of Urban Affairs and Public Policy. These research efforts should be coordinated and the various academic units should expand their involvement in them.

Based on this need, the Council of Deans should encourage the Office of Institutional Research, the Division of Continuing Education and the academic units to emphasize lifelong learning research activities. Task forces should be appointed from these units to carry out specific lifelong learning research projects as needed. Lifelong learning research objectives should be to plan and conduct "market studies" to keep abreast of changing demographics; to identify needs of potential new student and nonparticipating groups; to predict and identify shifts in the needs and interests of current participants; and to investigate and recommend innovative responses to technological and social change. Academic units responsible for new University programs and services in the area of lifelong learning should plan and oversee evaluations of them.

A related objective should be to summarize and disseminate to all academic and other outreach units pertinent research findings on adult development and learning. If the University is to respond effectively to the growing importance of adult learners, it must recognize the subtle--and not so subtle--differences between the 18-22 year old, full-time learner and the adult, usually part-time, student. Data and research in this area are being compiled across the

nation and it is important that faculty, counselors and other professionals be aware of its significance. Units performing lifelong learning research at the University should ensure appropriate dissemination of the findings from this research as well as encourage their application to various instructional settings.

CHAPTER 5: EXPANDED INTER-INSTITUTIONAL COOPERATION AS A MEANS OF IMPROVING STATEWIDE OPPORTUNITIES FOR LIFELONG LEARNING

Dean David L. Ames, College of Urban Affairs and Public Policy, Task Force Chair

Delaware's adult learners may choose from the offerings of a number of postsecondary educational institutions in the State. The University of Delaware served about 15,000 lifelong learners in 1979-80. Next to the University, Delaware Technical and Community College (DTCC) is the largest provider of lifelong learning programs. Its four campuses offer evening and weekend programs in vocational, technical and liberal arts subjects to approximately 5,000 part-time students. The State's other public institution, Delaware State College, serves 1,500 part-time adult learners. Other major postsecondary providers of lifelong learning--Brandywine College, Goldey Beacom College, Wilmington College and Wesley College--serve 3,500 part-time students (Heggan, April, 1979). In addition, several out-of-state institutions as well as area high schools, community organizations and agencies sponsor a wide array of lifelong learning activities.

There presently is no Statewide plan for coordination of lifelong learning programs and policies among the institutions of higher education in Delaware. Efforts to establish formal mechanisms have been limited, sporadic and generally unsuccessful. The Association for the Continuing Education of Adults in Delaware (ACEAD) illustrates the difference between formally-stated goals and actual achievements of those organizations that have been formed to encourage inter-institutional cooperation in lifelong learning. The objectives of ACEAD are commendable, far-reaching and seemingly useful as benchmarks for future cooperative efforts. They are:

> Encouragement of cooperation among the various organizations engaged in adult education in Delaware.
>
> Provision of a means of communication between these groups.
>
> Identification of local needs in adult education.
>
> Advisement of members concerning legislation of common interest and instigation of efforts to influence such programs for their mutual benefit.

Sponsorship of seminars, workshops and other opportunities for the continuing professional growth of those engaged in the field of adult education.

Promotion of research in the continuing education of adults.

During its years of existence, ACEAD facilitated discussion among adult educators in Delaware and made modest progress toward some of the above objectives. Benefits derived from the organization have accrued mainly to its individual members, however, rather than to their institutions. A recent merger of ACEAD with its principal competitor, the Delaware Association for Community Education (DACE),* may encourage additional cooperative steps, but diversity of membership and the lack of strong institutional backing may continue to limit its achievements.

The division of the lifelong learning market in Delaware is based largely on the complementary missions of the State's postsecondary institutions, their locations at some distance from each other, and informal relationships that acknowledge differences in their respective objectives. The three State-supported institutions emphasize somewhat different lifelong learning constituencies, much as they do in the case of full-time matriculated students. While it is true that program offerings in lifelong learning of the two four-year institutions--the University of Delaware and Delaware State College--are sometimes similar, the distance of their two main campuses from each other results in a different geographical thrust for the bulk of these efforts. Moreover, the University's emphasis on graduate and advanced undergraduate-level education gives its lifelong learning activities a different focus from those of Delaware State. The lifelong learning offerings of Delaware Technical and Community College reflect the vocational and technical emphasis of a two-year institution and, as such, often differ from the more traditional academic programs of the University and Delaware State College. On the other hand, the relatively small number of lifelong learning offerings at the private postsecondary institutions limit the extent of their competition with the State-supported schools.

The absence of effective formal planning and coordinating mechanisms for lifelong learning offerings in the State does place limitations on the

*The new organization is called the Delaware Association for Adult and Community Education (DAACE).

amount of sustained, effective cooperation that can take place at the post-secondary level. It means that some of the potential benefits from coordination of efforts--such as economy of scale and optimal allocation of total resources --are not realized. Such benefits, if achieved, could lower educational costs to the State, maximize the potential for involving non-participating groups and encourage application of more advanced forms of technology to the field. Formal planning and coordinating mechanisms also could minimize the likelihood of excessive overlap and duplication of lifelong learning offerings in the State and aid in identifying areas of need that currently are underserved.

Cooperative efforts do exist among the three State-supported post-secondary institutions that provide a basis for establishing a more formalized and extensive set of working relationships in lifelong learning. Some have only an indirect connection with outreach forms of activity, while others relate more directly to adult part-time learning.

The Educational Opportunities Fairs, initiated in 1979 by the Council of Presidents, represent an annual cooperative effort of the three State-supported institutions--Delaware State College, Delaware Technical and Community College, and the University of Delaware--to familiarize the citizens of the State with the many educational options available to them. The Fairs provide visitors with an opportunity to interact with faculty, administrators and students from each institution. The exhibitions include one directly concerned with lifelong learning, co-sponsored by the continuing education departments of the three institutions.

A far-reaching cooperative effort is the computer resource sharing arrangement between the University and DTCC initially, and more recently the University and Delaware State College. Under these agreements, DTCC and Delaware State are able to utilize the University's computer and support systems to process student records at a cost considerably lower than that required to develop, manage and staff independent systems. The agreements also call for in-depth analysis and installation of financial data-processing programs that will enhance budget control and accounting functions of the user institutions.

More modest cooperative arrangements exist in the areas of engineering and women's affairs. The College of Engineering at the University has participated for several years with Delaware State College in the Cooperative Engineering Program. This allows students to take beginning engineering courses at the Dover-based institution and then transfer to the University to complete the

curriculum. By spending an additional year at Delaware State, students can earn a second degree from that institution in chemistry, physics or mathematics.

Delaware Technical and Community College cooperates with the University of Delaware in another activity that is more directly connected with lifelong learning. Financed under a Title I grant, the program established a Women's Center in response to the accelerating needs of women entering, re-entering or advancing in the work force. All women over the age of eighteen and residing in New Castle County are eligible for Center services which include: in-take counseling; low-cost courses, workshops and seminars; free support/discussion sessions and film series; access to an extensive library; and referral services for women whose needs are beyond the scope of the Center.

A more broadly-based organization that encourages cooperation among all of the State's providers of lifelong learning is EIC/INFO, Delaware's Education Information Center. The primary focus of EIC/INFO has been to provide Delaware residents with information to help them determine their educational options and directions, and to locate programs to match their interests, needs and talents. Until recently, EIC/INFO emphasized collection and dissemination of data on educational offerings for adults within commuting distance of Wilmington. Designation of the organization as an Education Information Center in 1978 resulted in expansion of its course information services to residents of Kent and Sussex Counties. It also encouraged establishment of a Statewide counseling referral network where individuals in need of postsecondary educational assessment and future direction could receive help. These activities, together with EIC/INFO's reliance on lifelong learning providers and user organizations for its funding, provide the most extensive set of outreach linkages in Delaware. Opportunities for enhancing them should be increased upon completion of a project for computerizing EIC/INFO's course-related information.

As the State's largest postsecondary institution, the University should take the leadership in building upon these current inter-institutional forms of cooperation in lifelong learning. This posture underlies the Commission on Lifelong Learning's Recommendation 10 in the Phase I Report:

> The University should take vigorous, positive steps to coordinate its lifelong learning efforts with those of the other public higher educational institutions in the State. . . . A goal should be for each institution to offer lifelong learning opportunities commensurate with its educational mission.

The Commission is opposed to any approach to cooperation that would divide the lifelong learning market in the State on the basis of geographical proximity, historical patterns of offerings or any other criterion unrelated to the mission, resources and lifelong learning objectives of each institution. Any "division of turf" on such grounds would not be in the best interest of adult Delawareans seeking quality programs at reasonable cost. It also would not be in the best interest of the institutions themselves, since exclusive control of one or more segments of the lifelong learning market ultimately could breed inefficiency and unresponsiveness.

The starting point for expanded inter-institutional cooperation in lifelong learning must be the educational needs and interests of the learners themselves. The philosophical and academic basis for lifelong learning is the idea that the fundamental purpose of educational institutions is to attempt to meet these needs and interests--a principle that is in conformity with the Land-Grant status of a State university. From this conceptual base, it may be inferred that providers of outreach activities have, as their main tasks, identification of lifelong learning needs, encouragement of their expression, and the offering of programs and services that facilitate and maximize learning.

This philosophical framework, together with the need to provide quality instruction at reasonable cost, suggests that the University should endeavor to respond to lifelong learning needs throughout the State in those program areas in which it is uniquely or best qualified. In those areas in which other post-secondary institutions can offer essentially the same learning opportunities, the University should seek agreement with them to achieve the most efficient and economical use of resources. Coordination and planning of these resources is likely to be most effective if done within a framework of voluntary cooperation. The overall goal should be the establishment of a voluntary, Statewide network of lifelong learning providers that encourages responsiveness, adaptability and experimentation in the face of changing educational needs and interests and limited overall resources. It is expected that specific forms of cooperation will vary according to such factors as institutional mission, clientele and geographic area.

The University can take the lead in strengthening and extending inter-institutional cooperation in lifelong learning by encouraging the Council of Presidents to appoint a committee to coordinate the relevant activities of Delaware's three State-supported postsecondary schools. Initial emphasis upon only these three institutions has the advantage of providing greater focus than would

be the case were the committee to include all institutions. This is particularly true in view of the complementary missions of the State-supported institutions. Additionally, the three institutions together enroll approximately five-sixths of the lifelong learners currently participating.

The committee, which should consist of individuals with extensive knowledge of and/or responsibilities in lifelong learning, should be charged with clarification and definition of outreach goals for the State as well as of specific policy recommendations. In the beginning, high priority should be given to the accomplishment of the following broad objectives:

> Provision of clear statements of the lifelong learning missions of the three State-supported institutions in the context of their overall purposes, together with a clear determination of the manner in which the outreach missions relate to each other.
>
> Evaluation of postsecondary offerings of lifelong learning programs and services over the past several years, to include a determination of possible areas of unnecessary overlap and duplication of effort as well as examination of the role of out-of-state institutions in meeting the educational needs of adult Delawareans.
>
> Discussion of institutional plans for credit and noncredit programs with the intent of maximizing inter-institutional involvement wherever possible (e.g., development of joint degree and/or certificate programs, sponsorship of complementary course offerings that emphasize the respective strengths of each institution, and joint offering of courses that award credit from two or more of the member schools).

The University should encourage policies of the Council of Presidents aimed at strengthening inter-institutional cooperation in lifelong learning and should encourage, strengthen and extend existing cooperative efforts by publicizing them, by communicating its support of them in formal and informal meetings with representatives of other postsecondary institutions and, wherever possible, by allocation of additional resources. The EIC/INFO project might be worthy of particular attention, since it encompasses a broad spectrum of lifelong learning and focuses upon areas of educational need--course information and counseling services--that offer potential linkages between institutions of higher education and low participant groups. Strengthened support for existing Statewide outreach organizations such as the Delaware Association for Adult and Community Education

--including encouragement of participation in lifelong learning conferences and workshops--also is warranted.

The University should, as a longer-term measure, encourage the Council of Presidents to undertake projects aimed at the identification of lifelong learning needs throughout Delaware and the region.

APPENDIX

UNIVERSITY OF DELAWARE
COMMISSION ON LIFELONG LEARNING
PHASE I RECOMMENDATIONS

Recommendation 1: Lifelong learning should be an essential aspect of University of Delaware teaching, research and service. The Commission on Lifelong Learning should review University statements of mission, philosophy and objectives to ensure that the concept of lifelong learning is consistent with these statements.

Comment: Progress in developing significant lifelong learning activities at the University of Delaware requires a philosophical framework which integrates lifelong learning with the creative activities which are the foundation of the University.

Recommendation 2: The basic responsibility for the development of lifelong learning opportunities rests with the faculty since lifelong learning, as an integral aspect of teaching, research and service, is an academic matter and the responsibility to formulate academic programs is assigned to the faculty. Since the faculty is organized into academic units, collective responsibility for the development of lifelong learning is understood to extend to the unit level; i.e., department and/or college. For significant accomplishments in lifelong learning, this responsibility must be exercised actively.

Comment: It is not implied or intended that each individual faculty member should engage in lifelong learning activities. Rather, just as a departmental or college faculty exercises responsibility for the unit's teaching, research and service activities, so too must the unit faculty exercise responsibility for the lifelong learning activities that are carried out in the name of the unit.

Recommendation 3: As a central academic activity, lifelong learning should be included in the ongoing planning of each department and/or college. The academic units should adopt measures to stimulate increased faculty interest in and development of lifelong learning activities, including consideration of how these activities will be evaluated for purposes of awarding salary, promotions and tenure. Seminars should be arranged for faculty on the principles of adult

learning and development, and to provide exposure to new approaches that are evolving to facilitate learning by nontraditional students.

Comment: Increased participation in lifelong learning activities will depend upon the clarity with which unit faculty, chairs and deans articulate priorities for lifelong learning in terms of unit programs and constituencies, as well as upon professional incentives and administered workload policies and practices. A detailed summary of lifelong learning activities and future plans should be included in each unit's annual report prepared for the President. Planning statements should be specific so that annual reports will indicate what has been done. Consideration should be given to the form and style of reporting that would be most useful to the President and the Provost for preparation of their annual reports and other documents.

Recommendation 4: Considerably more communication and collaboration should be undertaken between lifelong learning programming and field personnel, faculty, chairs, deans and the Office of the Provost in planning and developing programs.

Comment: The present approach to lifelong learning tends often to be piecemeal. Many programs are based upon the ideas of one or two persons and may be more instinctive or intuitive than the result of careful investigation, analysis of need and weighing of priorities. This is not to discourage creative program development, but rather to encourage the involvement of many more people in the process--all of those who have primary academic responsibilities.

Recommendation 5: Each college should have an individual who is designated that unit's principal lifelong learning coordinator.

Comment: The Council of Deans has been designated by the Provost as the University's policy and advisory body in the area of lifelong learning. Therefore each dean is the principal officer responsible for providing leadership in the development of lifelong learning activities in the college. However, most deans probably will assign day-to-day liaison and coordinating responsibility to a professional member of the college or to a faculty member on administered-load. At present there is considerable variation among the colleges in the way they are organized to work in the area of lifelong learning; the range is from small colleges, reasonably well organized for lifelong learning activity, to large colleges with few resources and no personnel assigned to this area. Progress in developing lifelong learning activities in the individual colleges will require

designation and funding support of at least one person (all or a reasonable portion of time) for coordinating and liaison functions.

Recommendation 6: Academic units should modify their student advisement practices and course schedules to better accommodate nontraditional learners. Additional evening and weekend credit courses are needed, along with better course sequencing and a broader range of learning formats, to allow more students to complete degrees through part-time study. Academic support units--such as the library, computing center, Instructional Resources Center and bookstore--should take the initiative in providing consultation and services for the development of innovative responses to the learning needs of new student groups. In addition, plans also should be developed and implemented to make financial assistance available to part-time students.

Comment: Many part-time students are unable to adjust work or family schedules to enroll in daytime courses. There is a need for greater flexibility and accommodation to provide maximum opportunities for part-time students to participate in the educational activities of the University. The results of any changes made should be monitored for success to determine their viability.

Recommendation 7: The academic units should develop as broad a range as possible of credit and noncredit course offerings in subject areas justified by needs analysis. Particular attention presently should be given to offerings in professional areas such as engineering, nursing, business administration, chemistry, urban affairs, public administration, criminal justice, social work and psychology.

Comment: There are professional groups working in Delaware and the region which have been identified as having significant technical and professional educational needs and interests that are not now being met by the University.

Recommendation 8: The University should continue and expand the lifelong learning research effort instituted as part of the Commission's study to keep academic units informed on changing demographic characteristics, the educational needs of nontraditional learners and subjects of both increasing and diminishing interest. The possible need for new degree programs and of alternate routes to existing ones should be studied--particularly as these might relate to graduate study by some groups of professionals in the State who would find it difficult to obtain or take advantage of an extended leave of absence for purposes of study.

Comment: Identification and needs analysis of new student groups will facilitate intelligent decisions relating to lifelong learning--especially the allocation of scarce resources. At present it is particularly timely and important for the University to assess the learning needs of professional groups that require education on a continuing basis. Such information can lead to the scheduling of course cycles or the development of appropriate new programs that can stimulate enrollments and sustain them over long periods. In addition, ongoing research is critical to discerning shifts in needs and interests so that the University may respond to them when deemed appropriate.

Recommendation 9: As a part of its lifelong learning program, the University of Delaware should institute a pilot or experimental project to explore ways to involve and certify intellectually able persons whose previous educational preparation would not ordinarily enable them to meet formal admission requirements or to complete a degree program. Also, additional nontraditional study opportunities should be provided to make University education more accessible and/or appealing to persons who would prefer such modes.

Comment: In marked contrast with the impressive growth at the University of Delaware of enrollments by predominantly middle income persons as part-time undergraduates and as continuing education students and participants in noncredit courses and conferences, there is a notable lack of involvement of potentially able learners whose social, cultural or economic circumstances serve as effective barriers to participation in the University's educational activities. Such individuals can be found among "blue collar" workers, new immigrants, older citizens, unemployed persons and others living on marginal incomes, the handicapped and ethnic groups.

As the State University and as a leading landgrant/seagrant university with a long tradition of educational service to the citizens, the University of Delaware should find ways to identify such individuals, to encourage them, to provide transitionary educational experiences to help them to overcome real and perceived barriers, and to bring them to the point where further participation in University of Delaware higher education is a valid option.

Recommendation 10: The University should take vigorous, positive steps to coordinate its lifelong learning efforts with those of the other public higher educational institutions in the State. Monthly or quarterly joint planning

meetings should be initiated. A goal should be for each institution to offer lifelong learning opportunities commensurate with its educational mission.

Comment: Delawareans will benefit considerably through continuing cooperation and coordination among public institutions of higher education in the area of lifelong learning. This will aid in the identification of gaps in education offerings and will help avoid duplication of courses and programs.

COMMISSION ON LIFELONG LEARNING
PHASE II REPORT
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